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ABSTRACT

This manual, developed to provide vocational instructors or coordinators with model training plans to be used to conduct concurrent work and education programs for disadvantaged and handicapped students, has the purposes of: (1) serving as a description of the kinds of content that should be included in a training plan, (2) serving as an example in discussing training plans with employers, (3) assisting vocational instructors in developing training plans, and (4) serving as one source of occupational content for several common occupations. Each training plan, or occupation, identifies the target population. The format shows approximate time needed to learn the job skill, a list of learning activities, on-the-job training needed, in-school time needed, and spaces for evaluation and for the individual study assignment. The training plans include assembly line worker, automobile-service-station attendant, bus boy, carpenter's helper, cook helper, dishwasher, general farm hand, general housekeeper, grocery cashier, laundry worker, lawnmower repairman, machinest helper, mail clerk, physical therapy aide, steam table server, and stock clerk. (HD)

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OCCUPATIONAL TRAINING PLANS
FOR
DISADVANTAGED AND HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION

A Manual for Use in Cooperative Work Experience Programs

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FORWARD

This manual is a part of the continuing effort of Vocational Education at Indiana University to assist vocational personnel who have responsibilities for cooperative programs. The effort is directed toward aiding the instructors of students who have academic, social, physical, or other handicaps that prevent them from succeeding in regular cooperative programs. Thus, the materials contained herein are occupational training plans for a variety of possible occupations that disadvantaged and handicapped students in vocational education may undertake.

The approach used in the development of the training plan manual involved preparing vocational teachers in the techniques of training plan development and then having them return to their communities and undertake the development of model training plans. We are indeed grateful to those vocational instructors who contributed training plans and to the representatives of business and industry who assisted the vocational instructors in developing the training plans. In addition, we are appreciative of the encouragement of Mr. Roger C. Newnum, Chief Consultant for Disadvantaged and Handicapped, Division of Vocational Education, Department of Public Instruction and of the support of the Indiana State Board for Vocational and Technical Education.

CONTENTS

Forward iii
Project Participants vii
Business/Industry Representatives viii
OVERVIEW OF THE MANUAL 1
PROJECT RATIONALE 1
USE OF THE MANUAL 4
THE DEVELOPMENT OF TRAINING PLANS 5

TRAINING PLANS

Assembly Line Worker 11
Automobile-Service-Station Attendant 19
Bus Boy 35
Carpenter's Helper 45
Cook Helper 53
Dishwasher 59
General Farm Hand 67
General Housekeeper 73
Grocery Cashier 81
Laundry Worker 91
Lawnmower Repairman 103
Machinist Helper 113
Mail Clerk 121
Physical Therapy Aide 127
Steam Table Server 139
Stock Clerk 155

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OCCUPATIONAL TRAINING PLANS FOR VOCATIONAL PROGRAMS FOR THE DISADVANTAGED AND HANDICAPPED

OVERVIEW OF THE MANUAL

The development, preparation, and dissemination of a manual of typical occupational training plans for disadvantaged or handicapped students in vocational education constituted the primary purpose of this project. It may be noted that an increasing number of vocational education efforts for disadvantaged and handicapped students involve actual work experience. In order for this work experience to be educationally sound, there needs to be a formalization of the relationship between school and the work community. In addition, a 1974 study indicated that occupational materials were a prime need of vocational teachers of the disadvantaged and handicapped.[1] Thus, this project is aimed at filling a void in the educational repertoire of vocational instructors of disadvantaged and handicapped students. It will serve as a guide that can be used in many ways as will be evident from reading the subsequent pages and applying the recommendations contained in the manual.

PROJECT RATIONALE

The provision of actual work experience is becoming an increasingly important part of vocational education for disadvantaged and handicapped students. Students are being afforded the opportunity to learn occupational, social, and personal skills in real life job settings under the supervision of the school and a cooperating employer. The theoretical basis for such concurrent work and education experiences lies in the belief that significant education does take place in the real world and that students having disadvantagements and handicaps may learn readily and experience success in actual job settings. The historical basis for such arrangements lies in a proven effective method of providing vocational education, cooperative vocational education. Thus, the emergence of concurrent work and education programs for disadvantaged and handicapped students is consistent with vocational education efforts in behalf of such students and is patterned after a highly successful method of delivering vocational education.

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[1] Thomas R. White, Vocational Education for the Disadvantaged and Handicapped in Indiana, A Status Report (Indiana: Indiana University, July 1974).

While cooperative vocational education has evolved into a rather highly structured set of operating principles, this is not necessarily the case with concurrent work and education efforts for disadvantaged and handicapped students. For example, cooperative vocational education emphasizes providing students an education that will lead toward an identified career. Concurrent work and education experiences for disadvantaged and handicapped students may have other primary purposes, such as student motivation, development of employability skills, or socialization. While major differences may exist between the operation of a cooperative vocational program and the operation of a concurrent work and education experience for disadvantaged and handicapped students, some similarities do exist and it is important that teachers and administrators responsible for delivering concurrent work and education experiences for disadvantaged and handicapped students be aware of the structure of cooperative vocational education.

The major similarity must be that both cooperative vocational education and concurrent work and education experiences for disadvantaged and handicapped students are school sanctioned learning involving instruction outside the school. Since cooperative vocational education is school sanctioned and usually involves high school credit, it is incumbent upon the school and the vocational instructor to insure that the experiences realized by the students are consistent with the goals of the program and the needs of the students. Ultimately, then, the schools must accept the responsibility for assuring that learning experiences are in the interests of the student. Most often the technique employed involves the assignment of a vocational instructor who coordinates the students' in-school learning with that which occurs in the work setting.

The mechanism used in cooperative vocational education for providing the coordination between the in-school and on-the-job learning experiences is a training plan or schedule of student learning activities. This instrument is appropriate for disadvantaged and handicapped students who will be enrolled in a concurrent work and education program of vocational education. Individually tailored and jointly developed, the instrument will document quality control of the learning experiences for students both in the school and on-the-job.

A training plan possesses several distinct characteristics. First, it is developed for an individual student in order to describe the necessary in-school and on-the-job learning experiences that must be provided in order for the student to achieve specified goals. Second, it is cooperatively developed by the school representatives, or coordinator, and the employer, or training sponsor. Third, it consists of the following parts: a) a list of student learning experiences sequenced in an order judged appropriate by the developers, b) an approximate time for each of the learning experiences, c) an indication of where the learning is to occur, d) the evaluation that will be used to determine when sufficient learning has occurred, and e) suggestions of individualized or supplemental learning that may be provided the student.

In summary, training plans are an integral part of cooperative vocational education that can be used in concurrent work and education experiences for disadvantaged and handicapped students to direct the vocational instruction needed by such students.

It most certainly must be recognized that there is no simple way to classify disadvantagements and handicaps and subsequently prescribe vocational education as a remedy. Disadvantagements and handicaps take many forms and result in a multitude of problems for students. However, it should be possible to view each student individually and tailor in-school and on-the-job vocational experiences to help a particular student overcome his or her handicaps to the maximum extent possible. A training plan will aid significantly in the identification of student needs and the structuring of an appropriate learning experiences.

USE OF THE MANUAL

This manual was developed to provide vocational instructors or coordinators model training plans to be used to conduct concurrent work and education programs for disadvantaged and handicapped students. The training plans contained herein should be used as guides in developing local training plans by vocational teachers. It should be noted that a deliberate attempt was made to include breadth in terms of the types of disadvantagements and handicaps found among students and breadth in terms of the scope of occupations covered. While every model training plan represents the best judgment of the developer and the business or industry representative who participated in the development of the training plans, the manual should not be conceived as a single source of learning experiences needed by students with various types of disadvantagements or handicaps. The purposes of the manual, then, include: 1) to serve as a description of the kinds of content that should be included in a training plan, 2) to serve as an example in discussing training plans with employers, 3) to assist vocational instructors in developing training plans, and 4) to serve as one source of occupational content for several common occupations. It is recommended that the manual be used by the vocational instructor in the initial contact with a potential employer. The instructor can use an example from the manual to describe how the concurrent work and education experience of the student is a joint responsibility of the school and the employer. From this standpoint the manual will serve to increase the understanding of the total effort on the part of the employer and increase his/her appreciation for the educational value of work with the student.

THE DEVELOPMENT OF TRAINING PLANS

The highly complex nature of the interaction of a disadvantaged or handicapped student in vocational education with the dual learning environments afforded by concurrent work and educational experiences dictates that a training plan must be developed for each student.

Training plans are developed at the time when the student is both enrolled in the concurrent work and education program and employed. Throughout the period of vocational instruction, the training plans should be viewed as a flexible tool which can be modified or revised as student needs change. From the very outset of a cooperative relationship with an employer, a diligent effort should be made to involve the employer in the training plan utilization. Below are listed the sequential steps for training plan development.

1. Assess the students' needs. As a professional educator, the coordinator is able to analyze each student and identify the major goals that are to be attained by that student through a concurrent work and education experience. For example, a student with a learning disability may require experiences in which he or she can find immediate measures of success. Accordingly, the coordinator should know what interests and strengths the student now possesses; e.g., being outdoors, or taking care of pets. Obviously, to recognize student needs will require the instructor or coordinator to search school records, talk with other professionals who know the student, and hold one or more interviews with the student.

2. Know the community. The needs of students must be considered in relationship to available training stations in the community. Before students are placed at training sites, the coordinator should have made a thorough canvas of potential training sights and obtained as much information as possible about the nature of stations and of the persons who are in supervisory capacities. For example, it may be very unwise to place a student with an emotional disability in a training sight which involves considerable job stress.

3. Gain a knowledge of the occupation. Once a training site is located, it is necessary for the coordinator to understand the occupation

into which the student will be placed. This is important because the primary responsibility for the training plan development is necessarily that of the coordinator. Job knowledge may be acquired by a) discussing the job with the employer, b) using resources such as The Dictionary of Occupational Titles, c) observing other workers performing the job, or d) discussing the job with incumbent workers.

4. Draft the training plan. Using the job knowledge and the analysis of student's needs, the coordinator prepares a rough draft of the possible training plan. Initially major categories, such as safety or clean-up, are listed. Then, possible learning activities are sketched in each of the categories.

5. Discuss the draft with the employer. At this point an appointment should be made with the employer to discuss the rough draft in depth. Major questions should be asked: What additional learning experiences will be needed on the job? Which of the experiences will be provided on the job, in the classroom, at both locations? Are there circumstances within this job that should be carefully considered when placing a student with certain identified disadvantagements and handicaps? What is the approximate time for each of the identified learning activities? What is the best sequence of the learning activities? Are there materials or resources that might be provided the student to supplement the classroom and on the job experiences? Are there experiences that might be added to enrich the student's total learning? Can the learning experiences be evaluated adequately?

6. Complete the training plan. With input from the employer and the coordinator's own professional knowledge, the training plan can be completed.

This involves preparing the training plan formally in a presentable fashion. It is also possible to discuss the content of the training plan with the students at this point. Thus, the student having some personal involvement with the training plan might be more ready to accept the learning that will be expected of him or her.

7. Disseminate the training plan. Copies of the completed training plan should be distributed to the employer and the student and a copy should be maintained in the student's record. When the training plan is given to the employer, it should be reemphasized that it is a flexible document that can be modified as student needs change or additional information becomes evident.

8. Use the Training Plan. The training plan is a dynamic document that should guide the student's in-school and on-the-job education. Thus, a coordinator can use the document to structure classroom learning experiences for a particular student. A coordinator also should use the document to check the progress of the student in the work situation. In other words, whenever the coordinator visits with an employer of a student, the coordinator should review the progress of the student. If the student's progress is not what was expected, then the employer and the coordinator will need to consider alternative learning activities.

The preceeding steps describe the training plan development process. The effective utilization of training plans is directly related to the importance the coordinator places on the training plan and the confidence the coordinator has been able to achieve with his or her cooperating employers. Continuing and effective utilization of the training plan will add significant credibility to the concurrent work and education experience for disadvantaged and handicapped students.

On the following pages are listed model or sample training plans for sixteen occupations that might be pursued by disadvantaged and/or handicapped students in a concurrent work and education setting. Although they were developed by vocational instructors with input from business and industry representatives, the training plans must be conceived as guides. Particular student needs, program structure, and community resources will play a major part in dictating the contents of local training plans. In no case should the accompanying training plans be viewed as entirely appropriate until the coordinator has completed the steps described on the preceding pages.

Occupation - Assembly Line Worker

Suggested Target Population - Trainable Mentally Retarded

Description of Target Population - The following training plan is designed to be used with trainable mentally retarded individuals. The plan contains an outline of areas that should be covered during the in-school and on-the-job training experiences. Therefore it is necessary that some background information relative to teaching methodology and the skill aquisition level of the trainable mentally retarded be given.

The TMR is an individual who at the prevocational age level has usually had near normal physical development, although their emotional and mental (intellectual) abilities are limited. The TMR at age 18 usually has a mental age level of anywhere from 5 years to 9 years depending on the intellectual functioning abilities. It therefore is most important to recognize that the TMR learns through concrete examples and actual experiences at the task to be mastered. Lesson plans and experiences in school and on the job should be practical, simple, totally concrete, and broken down into small parts for more efficient skill development by the student trainee. Any skill to be learned should first be task analyzed by the teacher so that the parts are presented in their proper sequence and at a realistic rate. Time and repetition are necessary for full mastery of a skill. During the initial training stages a maximum amount of supervision and structure will be necessary. Although the supervision may be decreased as the skill level increases, structure should always be a part of the TMR work environment.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of Assembly Line Worker so that the student may prepare for a career as a(n) Employee in a Sheltered Workshop.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	Develop Employment Related Skills				
	1. Know how to endorse and cash a pay check		X		Apply for and receive a social security card
	2. Know how to spend money wisely for savings, necessities, and recreation		X		
	3. Know how to call in sick	X			
	4. Know to stay home if ill	X	X		
	5. Know what time to get medication if necessary for seizure control	X	X		
	6. Know when break and lunch times begin and end	X	X		
five weeks	Develop Sorting Skills				
	1. Sort items by color		X		
	2. Sort items by shape		X		
	3. Sort items by size		X		
	4. Sort items by pattern		X		
	5. Sort items by texture		X		
	6. Sort items by a stated quality criterion		X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
ten weeks	Develop Paper Products Assembly Skills				
	1. Collate different papers into the proper sequence	X	X		
	2. Staple papers together neatly	X	X		
	3. Fold papers to fit an envelope	X	X		
	4. Stuff envelopes with folded papers	X	X		
	5. Address envelope labels for mailing	X	X		
	a. remove preprinted gummed label				
	b. place label in front center of envelope				
ten weeks	Learn Efficient Use of Hand Tools Skills				
	1. Loosen and tighten nuts and bolts with wrenches	X	X		
	2. Tighten and loosen screws using a screwdriver	X	X		
	3. Cut and strip wire using wire cutters	X	X		
	4. Hammer a nail	X	X		
	5. Remove nails using a claw hammer	X	X		
	6. Drill a hole using a hand drill	X	X		
	7. Use a power drill safely	X			
	8. Cut wood with a hand saw	X	X		
	9. Use a power saw safely	X			
	10. Sand rough wood smooth using sand paper and a sanding block	X	X		
	11. Use an electric sander safely	X			
	12. Take the lid off of a paint can using a can opener	X	X		
	13. Stir paint thoroughly with a stir stick	X	X		
	14. Carefully apply paint using a paint brush	X	X		
	15. Clean brush with solvent	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
twelve weeks	Develop Hardware Assembly Skills Note: For this "in school" training task the teacher will need to obtain some "work samples" from local industry or the school system. Create two separate assembly lines. One line to assemble the work samples, and the second to disassemble and thereby recycle the parts back through the assembly section. This exercise should simulate an actual work environment as closely as possible. Schedule the lines to run periods of time that increase each day to build endurance and lengthen attention span. Analyze the task and assign one job to each individual. A token reinforcement system that works on a piece rate model will add to the realism and increase the production rate.				
	Develop Hardware Assembly Skills				
	1. Complete one assigned job on the assembly line		X		
	2. Complete two or more assigned jobs on the assembly line		X		
	3. Change jobs when asked and complete the new job	X	X		
	4. Work as a materials handler		X		
	5. Increase production rate to the best of ability	X	X		
	6. Do work in proper sequence	X	X		
	7. Keep materials and tools in proper place during work period	X	X		
	8. Alert supervisor if assistance is required	X	X		
	9. Control individual behavior and act in a socially acceptable manner				
	a. remain in seat at the work area without disruption	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	b. share tools with other workers	X	X		
	c. control individual behavior in break and lunch areas	X	X		
	d. accept criticism without anger and or frustration	X	X		
	e. follow directions in a responsible and trustworthy manner	X	X		
	f. display interest in work and strive to increase skill level	X	X		
	g. work along side another individual cooperatively	X	X		
	10. Use tools in the proper manner	X	X		
	11. Select correct tools for assigned job and prepare work area to complete the job	X	X		
continuous	Observing Safety in the Work Area				
	1. Keep table and floor swept and uncluttered	X	X		
	2. Put work materials away at the end of the work day	X	X		
	3. Put tools in proper storage area at the end of the work day	X	X		
	4. Report all broken and damaged tools or equipment to supervisor	X	X		
	5. Know how to report a fire	X	X		
	6. Know location of all fire exits	X	X		
	7. Practice use of a fire extinguisher		X		
	8. Know how to report an accident or injury	X	X		
	9. Know where to get first-aid	X	X		
	10. Walk only in designated walkways	X	X		
	11. Do not stop to talk to or distract other workers	X	X		
	12. Smoke only in designated areas	X	X		
	13. Wear safety clothing	X	X		
	14. No loose clothing near power equipment	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	15. Respect tools and use them only for intended purpose	X	X		
six weeks	Develop Ability to Use Public Transportation				
	1. Know bus number	X	X		
	2. Know where to catch the bus	X	X		
	3. Know when bus stops	X	X		
	4. Know how to transfer if necessary		X		
	5. Know where to get off the bus		X		
	6. Know how to walk to and from bus stops		X		
	7. Know how much it costs to ride the bus, have correct change ready		X		
	8. Know how to signal bus driver to stop if other than regular stop is closest to job		X		
	9. Know not to accept rides home with strangers		X		
	10. Know home address and work address in case lost	X	X		

Occupation - Automobile-Service-Station Attendant

Suggested Target Population - Emotionally Disturbed

Definition of terms

The Emotionally Disturbed - An emotionally disturbed child, for purposes of special education, is one who after receiving supportive and counseling services available to all students designed to improve learning and adjustment in the regular classroom, is chronically unable to make constructive use of his school experience, as manifested by an inability to develop socially and emotionally and learn at the same rate as his classmates and who requires the provision of special educational services.

Automobile-Service-Station Attendant - Automobile-service-station salesman; filling-station attendant; gasman; gasoline-station serviceman; gas-station attendant; gas tender; pumpman; salesman, gasoline; salesman, oil; service-station attendant. Services automobiles, buses, trucks, and other automotive vehicles with fuel, lubricants, and accessories: Fills fuel tank of vehicles with gasoline or diesel fuel to level specified by customer. Observes level of oil in crankcase and amount of water in radiator, and adds required amounts of oil and water. Adds necessary amount of water to battery, and washes windshield of vehicle. Lubricates vehicle and changes motor oil [Lubrication Man]. Replaces lights, and washes and waxes vehicle. Collects payment for services and supplies in cash or by completing credit card sales form. May adjust brakes [Brake Adjuster]. May sell batteries and automobile accessories usually found in service stations. May assist in arranging displays, taking inventories, and making daily reports. (Dictionary of Occupational Titles 915.867)

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of 915.867 Automobile Service Station Attendant so that the student may prepare for a career as a(n) Automobile Service Station Attendant.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment *
four weeks	Background Training: Class Activities in Understanding Oneself in Relation to the World of Work				
	1. Analyze self concept		X		1 and 2
	2. Analyze lifestyle goals		X		3
	3. Recognize personal preferences				
	a. Career-Activity pref.		X		4 and 5
	b. Data-People-Things pref.		X		6
	4. Gain insight as to personal aptitudes		X		7 and 8
	5. Gain insight into "Who are you?" Parent-Adult-Child		X		9, 10, and 11
	6. Gain insight into "Who are you?" Human needs		X		
	7. Gain insight into "Who are you?" Types of personalities		X		12, 13, and 14
three weeks	Human Relationships				
	1. Learn what motivates people to behave in specific ways	X	X		15, 16
	2. Learn to pick up social clues by "reading" others	X	X		17
	3. Learn how to positively influence others	X	X		18 and 19

*Number codes refer to Individual Study Assignments listed on pages 11 - 12.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
three weeks	Employer & Co-Worker Relationships				20
	1. Learn the effect of personal attitudes	X	X		
	2. Determine what an employer might reasonably expect of an employee	X	X		21
	3. Determine what an employee might expect of an employer	X	X		22
	4. Learn methods of getting along with co-workers	X	X		23, 24, and 25
two weeks	Exploration of Materials which Describe Work in Service Stations		X		26,27,28, and 29
one week	Preparation for Service				
	1. Stock windshield paper towels on island	X			
	2. Fill windshield bottles	X			
	3. Fill radiator buckets	X			
	4. Stock cigarette supply on island	X			
	5. Check personal appearance				30
	a. personal cleanliness	X	X		
	b. cleanliness of uniform and shoes	X	X		
eight weeks	Service on the Island				
	1. Initial customer contact				
	a. friendly greeting	X	X		
	b. suggest fill-up	X	X		
	c. repeat customer's order to him	X			
	2. Remove gas cap and place it where it will not be forgotten	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	3. Reset pump	X			
	4. Place nozzle in gas tank properly	X			
	5. Clean all windows except rear window of convertible	X			
	6. Clean wiper blades	X			
	7. Clean outside mirror	X			
	8. Check radiator (know proper way to remove cap to prevent burns)	X	X		
	9. Check battery	X	X		
	10. Check transmission fluid	X	X		
	11. Check oil and show dipstick to customer	X	X		
	12. Inspect tires while working around car and if low, invite customer to tire inflator	X	X		
	13. Remove nozzle from tank and replace cap	X			
	14. Total the sale				31
	a. read pump	X	X		
	b. figure tax	X	X		
	c. make change	X	X		
	15. Know company products; be able to answer customer questions (i.e. regarding appropriate grade of gas or weight of oil)	X	X		
	16. Learn appropriate selling techniques				32
	a. be pleasant	X	X		
	b. be honest	X	X		
	c. look customer in the eye	X	X		
	d. talk intelligently about the product	X	X		
	e. Make suggestions regarding purchase of products other than gasoline	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	f. "Demonstrate" need for product whenever possible	X	X		
	17. Learn two and three man method of servicing automobiles	X			
	18. Provide street and highway information				
	a. know community	X	X		
	b. learn to interpret and distribute maps and to give accurate verbal directions	X	X		
	19. Learn to handle customer complaints				
	a. listen without overreacting	X	X		
	b. make reasonable attempt to retain customer goodwill	X	X		
	c. Refer customer to proper person for major adjustments	X	X		
	d. Obtain customer signature for cash adjustments	X	X		
	20. Thank customer for his business and encourage return business	X	X		
two weeks	Cashing Checks				33
	1. Learn and observe station's check cashing policy	X	X		
	2. Learn specific procedures and safeguards				
	a. accept checks only for amount of purchase	X	X		
	b. Insist on proper identification from customer	X	X		
	c. Put endorser's address, driver's license number and license number of vehicle on check	X	X		
	d. See endorser sign check	X	X		
	e. See that there are no erasures on check, that it is in ink, and that written and numerical amounts agree	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	f. Accept no post dated checks, government checks or counter checks	X	X		
	g. Cash traveler's checks only if they are signed in your presence	X	X		
one week	Charge Tickets				
	1. Learn and observe station policy regarding approval of charge requests	X			
	2. Learn company procedure for filling out ticket including such things as:				
	a. customer's name	X	X		
	b. account number	X	X		
	c. number of gallons of gas	X	X		
	d. type of gas	X	X		
	e. price per gallon	X	X		
	f. any other items sold	X	X		
	g. total sale	X	X		
	h. date	X	X		
	i. initials of salesperson	X	X		
	j. license number	X	X		
	k. signature of customer	X			
	3. Learn to operate machine to stamp customer's charge plate	X			
	4. Learn proper dispersal of charge copies to customer and company	X			
four weeks	Cleanliness				
	1. Learn to keep the drive neat looking and clean				
	a. Arrange and clean display merchandise	X	X		
	b. Wash or wipe off pumps	X	X		
	c. Wash or wipe off signs	X	X		
	d. Wash island and island poles	X	X		
	e. Check pumps for damage and leaks	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	f. Wash drive and clean up oil spots	X			
	g. Empty trash barrels	X	X		
	h. Pick up loose litter	X	X		
	i. Check gutters and drains	X			
	j. Clean covers on island lights	X			
	k. Mow grass	X			
	2. Learn proper housekeeping for the inside of the station office				
	a. mop the floor	X			
	b. wash the windows	X			
	c. clean walls & woodwork	X			
	d. clean and arrange merchandise displays	X	X		
	e. empty wastepaper baskets	X	X		
	f. organize bulletin boards	X	X		
	g. dust and organize work tables	X			
	h. remove dirty uniforms and rags	X			
	i. clean drinking fountain	X			
	j. polish metal surfaces	X			
	3. Learn proper maintenance for building exterior and the grounds				
	a. wash or paint walls	X			
	b. wash or paint fences and billboards	X			
	4. Learn proper cleaning techniques for restrooms				
	a. mop floors	X	X		
	b. clean mirrors	X	X		
	c. clean lavatory	X	X		
	d. wash walls and woodwork	X	X		
	e. clean commode and seat	X	X		
	f. refill supplies of soap, paper towels and toilet paper	X	X		
	g. empty waste recepticles	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
four weeks	General Maintenance				
	1. Learn proper maintenance procedures for air compressor				
	a. drain water once/week	X			
	b. check oil each week	X			
	c. oil motor monthly	X			
	2. Learn proper maintenance procedures for pumps and hoses				
	a. always reset pump before turning on to prevent shearing of computer pin	X			
	b. do not leave hoses on drive where they might be run over	X			
	3. Learn proper maintenance procedures for lights				
	a. replace bulbs	X			
	b. test fluorescent lights to determine which has caused series to go out	X			
	c. notify maintenance if circuit breaker continues to go off	X			
	4. Learn to prepare for cold weather				
	a. shut off outside water faucets	X			
	b. drain outside water lines	X			
	c. blow water out of outside air lines	X			
	5. Learn to prepare for wind storms				
	a. lay all movable signs on ground	X			
	b. remove all outside displays	X			
	c. latch all doors	X			
	6. Learn and observe lighting schedule				
	a. turn pump and ID sign lights on and off at prescribed times	X			
	b. turn island lights on and off at prescribed times	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	c. turn lights in station on and off at prescribed times	X			
	d. leave pump and ID lights on when dark or rainy	X			
	7. Learn and observe painting schedule				
	a. paint building, signs and fences as directed by the company	X			
	b. exercise care not to splatter paint on walks, drive or equipment	X			
one week	Receiving Merchandise from Tank Trucks				
	1. Take tank readings before and after delivery	X			
	2. Record tank readings on delivery ticket	X			
three weeks	Change of Shifts				
	1. Incoming and outgoing shiftmen:				
	a. count change fund separately and record data	X	X		
	b. count the inventory and record	X	X		
	c. read pump meters and record	X	X		
	d. compare readings and account for differences	X	X		
	2. Outgoing shiftman:				
	a. count cash from daily sales and record on daily report	X	X		
	b. make out bank deposit slips as requested	X	X		
	Continuous Safety Procedures				34, 35, and 36
	1. Post no smoking signs on drive	X			
	2. Allow no smoking by staff or customers on drive	X			
	3. Dispense fuel only when vehicle motor is shut off	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	4. Keep premises free from rubbish	X	X		
	5. Clean only with nonflammable liquids; never use gasoline, naptha, etc.	X	X		
	6. Learn location of hoses and fire extinguishers and proper extinguishing methods	X	X		
	7. Do not sell flammable liquids into portable containers under 6 gallons unless they are red, metal, have a tight closure, and are fitted with a pour spout	X	X		
	8. Allow no sales of gasoline over 6 gallons except into fuel tanks of vehicles which are connected to carburation systems of the vehicles	X			
	9. Allow no self-service except on pumps designated for self service	X			
	10. Collect from customer after nozzle has been removed from his car and returned to pump	X			
	11. Store empty pop bottles in their cases	X			
	12. Clean ice and snow from walks and drives	X			
	13. Allow no drinking of alcoholic beverages on premises	X			
	14. Place station signs away from public sidewalks and pedestrian right-of-ways	X			
	Employee Safety				
	1. Know not to carry excessive amounts of money	X	X		
	2. Know not to argue or fight in the event of a robbery; concentrate on remembering description for police	X	X		
	3. Know location of emergency phone numbers	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	4. Know not to report details of a robbery to passers by	X			
	5. Know not to give out information on gallonage or money handling procedures	X			
	6. Count money out of sight of customers -- preferably in locked back room	X			
	7. Know procedures for dealing with civil disturbances:				
	a. contact supervisor	X			
	b. contact police	X			
	c. shut off pumps or have electric company cut off power to prevent dispensing of flammable products	X			
	d. lock up all merchandise securely	X			

Individual Study Assignments

1. "Understanding Yourself," Chapter 6, Succeeding in the World of Work, McKnight, 1975.
2. Foundations for Occupational Planning, Film, Society for Visual Education, 1961.
3. "Analyzing Goals: Activities," in Individualized Related Instruction For Entering the World of Work, McKnight, 1974.
4. Exploring the World of Work, Tape, H. W. Wilson.
5. Hall Occupational Orientation Inventory, Follett, 1968.
6. "People-Data-Things Evaluation," in Individualized Related Instruction for Entering the World of Work, McKnight, 1974.
7. United States Employment Service, General Aptitude Test Battery.
8. "Identifying Your Aptitudes and Abilities," in Individualized Related Instruction for Entering the World of Work, McKnight, 1974.
9. Born to Win, (Chapters 2, 5, 6, 9) Addison-Wesley Publishers, 1971.
10. Games People Play, Grove Press, 1964 (Part I).
11. Careers, Prentice-Hall, 1974, Chapter 3.
12. Motivation and Personality, Harper, 1954.
13. Careers, Prentice-Hall, 1974, Chapter 4.
14. Making Vocational Choices, Prentice-Hall, 1973.
15. Succeeding in the World of Work, (Chapter 8) McKnight, 1975.
16. You, Frank E. Richards Publishing Company, 1973.
17. The Silent Language, Fawcett Publications, 1959.
18. How to Win Friends and Influence People, Simon and Schuster, 1936.
19. Engineering of Agreement, Film, Roundtable, 1958.
20. Succeeding in the World of Work, (Chapter 4) McKnight, 1975.
21. "You and Your Boss," Coronet Films, 1968.
22. "Employer-Employee Relationships," in Individualized Related Instruction for Entering the World of Work, McKnight, 1974.

(Individual Study Assignments cont.)

23. Plant Supervisors Problem Series, Film, McGraw-Hill, 1959.

24. Dealing with Problem People, Film Series Journal, 1971.

25. "Co-Worker Case Studies," in Individualized Related Instruction for Entering the World of Work, McKnight, 1974.

26. Working in a Service Station, Filmstrip, Eye Gate House.

27. "Gasoline Service Station Attendants," Occupational Outlook Handbook.

28. "Service Station Operation as a Career," Careers Research Monograph, 1960.

29. A Job with a Future in Automotive Mechanics, Grosset and Dunlap, 1960.

30. Unit on Personal Grooming.

31. Math Units: Making Change, Calculating Sales Tax.

32. "Engineering of Agreement," Film, Roundtable, 1958.

33. Succeeding in the World of Work, (Chapter 14) McKnight, 1975.

34. If You Hear the Explosion the Danger has Passed, Film, Xerox, 1969.

35. Succeeding in the World of Work, (Chapter 9) McKnight, 1975.

36. On the Job, Frank E. Richards Publishing Company, 1973.

Occupation - Bus Boy

Suggested Target Population - Mildly to Moderately Retarded

Cafeteria Bus Boy - The following training plan, concerned with teaching bussing skills in cafeteria type settings, is designed for mildly to moderately retarded persons (i.e. EMR to high-functioning TMR). The plan is designed for use by the teacher during in-school instruction, and by the employer for on-the-job training. Because of realistic difficulties in placing retarded students in public restaurants, this plan is primarily intended for employees in cafeteria settings, such as schools, factories, hospitals, or other institutions.

Prospective students of this plan must be capable of following sequenced commands, and function flexibly enough to handle the variety of jobs which "bussing" entails. The teacher must also realize that the instructional steps must be thoroughly and properly sequenced; and supervision of these special vocational students must be highly structured. This plan could be altered, obviously, to suit one's specific needs of instruction, as well as to include retarded students with mild visual, auditory, or perceptual handicaps. Yet the physical requirements of the job dictate that the students must be at least near-normal in physical development, especially in speed, balance, and strength. They also need the ability for prolonged standing, walking, lifting, stooping, and generally good use of their hands and arms. These qualification might eliminate the orthopedically handicapped retarded student.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of 311.878 Bus Boy so that the student may prepare for a career as a(n) (Cafeteria) Bus Boy.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	Skills Related to Job Success				
	1. Know how to use public transportation		X		Obtain and be able to read bus schedule
	2. Know personal data: name, address, phone, social security		X		Apply for social security card
	3. Know how to punch time clock	X	X		
	4. Know scheduled break and lunch times	X	X		
	5. Know how to call in sick and not to go to work when ill	X	X		
	6. Know company policy on tardiness and absenteeism	X			
	7. Know how to endorse and cash pay check		X		
	8. Know how to save money, spend for necessities and provide for recreation		X		
	Grooming Skills				
	1. Keep body and hair clean and hair combed	X	X		
	2. Use underarm deodorant				
	3. Brush teeth and use mouthwash before work	X	X		
	4. Keep fingernails clean and clipped	X	X		
	5. Wash hands after every trip to restroom and after lunch and breaks	X	X		
	6. Keep clean handkerchief for coughing and noseblowing, wash hands after using handkerchief	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	7. Stay cleanshaven	X	X		
	8. Use cosmetics appropriately	X	X		
	9. Women: Be able to care for menstrual needs so as not to interfere with work	X	X		
	10. Wear clean underwear, socks and shoes	X	X		
	11. Wear clean, designated uniform or work clothes	X	X		
	12. Wear clothing protection and proper headware	X	X		
	Work Habits and Attitudes				
	1. Remain with your assigned job and area, do not "wander"	X	X		
	2. Be polite and use good manners in all situations	X	X		
	3. Limit laughing and talking at inappropriate times and places	X	X		
	4. Do not smoke on the job	X	X		
	5. Learn not to make or receive personal telephone calls or receive visitors while working	X	X		
	6. Never use harsh language with customers	X	X		
	7. Limit use of the restroom	X	X		
	8. Be friendly to customers, especially if asked questions but do not over-socialize				
	9. "Be professional", work quickly, quietly, and carefully so as not to draw attention to yourself	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
continuous	Safety in the Work Area, and Personal Safety			Continuously defined as when student performs behaviors and skills as listed for job training competently Time adjustments may be necessary especially with TMR learners	
	1. Keep floors mopped clean and dry to avoid falls; pick up debris	X	X		
	2. Do not use broken machines or equipment; report such to supervisor	X			
	3. Keep work area clean	X	X		
	4. Keep hands away from burners (e.g. coffee refill stations), or other running equipment	X			
	5. Set tray firmly on table so it will not tip when stacking dishes	X			
	6. Watch for customers when carrying trays to tables, they have right-of-way	X			
	7. Use caution when entering kitchen area when carrying stacks of trays; or when entering restrooms with cleaning equipment (Avoid bumping into others)	X			
	8. Wear proper head covering	X			
	9. Do not wear tennis or canvas shoes or sandals when working	X			
	10. Practice use of fire extinguishers		X		
	11. Know all duties and locations of fire exits in case of fire	X			
	12. Practice giving information to emergency people when reporting fire or accident		X		
	13. If customer is ill or injured, attend to him if possible, then call manager or supervisor	X	X		
	14. Know where first aid supplies are kept, and practice using them	X	X		
	15. Know general fire and safety regulations of place of employment	X			
	16. Be familiar with general safety rules, and how to avoid common causes	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	17. Turn off all equipment when not in use, or if not working properly	X			
continuous	18. Do not attempt to carry too many trays of dishes to dishroom, generally 6-8 settings is enough	X			
	19. Use caution in measuring and pouring solvents, disinfectants, and other cleaning chemicals	X	X		
	20. Use both hands when bussing or carrying trays, for speed and safety	X			
	21. Keep all unneeded supplies put away and return all equipment to proper place at end of day	X			
	22. Never engage in "horseplay" while on the job	X	X		
eight weeks	Bussing Tables				
	1. Set bussing cart near table, not blocking aisle or set loading tray firmly on table	X			
	2. Use one hand to pick up paper; place on correct side of cart	X			
	3. Use other hand to pick up silverware, keeping handles in same direction and load on cart	X			
	4. Using rubber scraper, scrape garbage from plate or tray into garbage area on cart	X			
	5. Stack largest plate in center of tray or cart	X			
	6. Continue stacking with salad bowl, dessert plate, and saucers	X			
	7. Stack glasses and cups in separate cart area or part of tray (Do not double stack, or place other items in glassware. Do not empty contents into garbage)	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	8. Continue with each place setting around table until cart full or stack up to 6 full settings of dishes at one time	X			
	9. Push cart or carry trays of dirty dishes to conveyor or dishroom	X			
	10. Request help if more than three tables need bussing at one time	X			
	11. Properly unload cart and return to dining area with empty cart	X			
six weeks	Cleaning Tables				
	1. When dishes removed, use clean, damp towel to clean tables	X	X		
	2. Wipe from middle to ends until entire table is clean	X	X		
	3. Cup hand and catch crumbs at edge of table and put crumbs in garbage holder	X	X		
	4. Wipe up major food messes with napkins first, then with towel	X	X		
	5. Thoroughly clean area where loading tray was placed	X	X		
	6. Wipe exterior of salt, pepper, condiments with towel	X	X		
	7. Arrange condiments, etc., in center of table	X	X		
	8. Wipe ashtray with napkin or replace and stack dirty ones on tray	X	X		
	9. Wipe off chairs with towel and push in neatly	X	X		
	10. Pick up any paper or debris from around floor area of table	X	X		
	11. Rinse out towel in clear, warm water before reuse	X	X		
	12. Place chairs upon tables at end of day	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
six weeks	Filling Service Bars and Dishes				
	1. Check service bar for supplies and working condition of equipment	X			
	2. At self serve bars, keep adequate supply of foods (e.g. coffee, tea, ice, salads, condiments)	X			
	3. Inform waitress or kitchen help if supplies are low	X			
	4. Fill sugars, salts, peppers, creamers, condiments, as needed	X			
	5. Replace napkin supply as needed	X			
	6. Watch silverware and tray stations for supply and inform dishroom if supplies are needed	X			
	7. Wrap silverware in napkins and place in containers	X			
four weeks	Cleaning and Sweeping				
	1. Clean and dry shelves of service bars and salad bars with clean towel	X			
	2. Take coffee and tea containers, creamers, etc. to dishroom	X			
	3. Clean belt and stainless steel around conveyor with damp towel	X			
	4. Wipe up or mop spilled items immediately with clean, odorless mop	X			
	5. Use pushbroom, and regular broom with dustpan, to gather dry debris from floor at service areas	X			
	6. Use vacuum on carpet at end of day	X			
	7. Put all cleaning supplies away when finished	X			
four weeks	Restroom Cleaning				
	1. Use separate sponges and cleanser to clean sinks and toilets, scrub and rinse	X			
	2. Place disinfectants in toilet bowls regularly	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	3. Pick up paper towels and debris from floor	X			
	4. Empty trash into incinerator or trash-bag	X			
	5. Refill towel containers (paper or cloth)	X			
	6. Fill bucket with proper amount of water and soap solution	X	X		
	7. Mop floor of restroom clean, leave as dry as possible	X	X		
	8. Empty mop water and change mop head as needed	X	X		
continuous	Customer Relations				
	1. Carry full trays for children or adults as needed	X			
	2. Pick up trays after customers are seated	X			
	3. If silverware is dropped, bring clean setting with napkin underneath	X			
	4. Listen to complaints and politely answer questions. Refer questions to manager as necessary	X	X		
	5. Be friendly but not overly social with customers	X	X		

Occupation - Carpenter's Helper

Suggested Target Population - EMR-Academically Disadvantaged

Target Population - The following training plan is designed for those wit reading difficulties.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of 01.14 Construction Worker so that the student may prepare for a career as a(n) Carpenter's Helper.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment*
two weeks	Learn Employment Requirements				
	1. Know program requirements		X	Discussion	
	2. Know age requirements		X	"	
	3. Know job restrictions		X	"	
	4. Know safety requirements		X	"	
on-going	Safety			Observation	1
	1. Exhibit safe working habits with hand tools	X	X	On-going	Hand tool flip charts
	2. Exhibit safe working habits with inflammable materials	X	X	"	2
	3. Exhibit safe working habits with inflammable liquids	X	X	"	3
	4. Know and wear proper work clothing				4
	a. helmet	X			
	b. shoes	X			
two weeks	Job Requirements			Discussion	Locate three jobs in "want-ads" and tell job requirements
	1. Fill out job application		X	Observation	Fill out application a. with help b. without help
	2. Know how Social Security is deducted and why		X	Discussion participation	Fill out S.S. form
	3. Know Internal Revenue Service deductions - reasons		X	"	

* Number codes refer to films listed on page 5

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	4. Know entry level requirements for workers in this field		X		5
two week on-going	Hand Tools			Observation	
	1. Know and use different types of hammers properly			"	6
	a. use claw head	X	X	Drives nails properly, observes safety	
	b. use ripping head	X	X	Rips boards apart safely	
one week on-going	Learn to Properly Use Measuring Tools			Observation	
	1. Use tapemeasures		X	Measure 10 different dimensions	7
	2. Use rulers (folding)		X		
one week on-going	Learn to Properly Use Cutting Tools			Observation	
	1. Use hand saws				
	a. rip	X	X	"	Rip various woods
	b. crosscut	X	X	"	Cut various woods to size
	c. special	X	X	"	
	2. Use drills				
	a. hand	X	X	"	Drill correct size hole at proper location
	b. auger	X	X	"	
	3. Use shaping tools				
	a. hatchet	X	X	"	Sharpen stakes
	b. chisel	X	X	"	Reset wood for hinges
	c. plane	X	X	"	Square a wood block

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
one week	Learn to Properly Use Power Tools				
on-going	1. Use electric hand saw	X	X	Observation	8
	2. Use electric fixed saw	X	X	"	
1/2 week	3. Know use of and recognize a router		X	"	Tool identification
one week	Learn to Properly Use Staging and Extension Equipment			Discussion & observation	9
	1. Select and use ladders	X	X	"	
	2. Assemble staging	X	X	"	
one week	Learn to Properly Do Framing				
on-going	1. Use measuring tools to lay out 16" OC -24" OC	X	X	"	Layout stud location on plate and mud sills
	2. Use square to mark layout	X	X	"	
on-going	3. "Stage" wall studs for use in correct stacks	X	X	"	Stack various types of lumber
1/2 week	4. Measure, cut and secure "mud sills"	X	X	"	Cut, drill (to size) 2" X 8" or other size lumber
1/2 week on-going	5. Fasten (nail, brad or spike) floor joist to layout	X	X	Observation	Parts of house slides
two weeks on-going	6. Secure ceiling joist from stock and stage	X		"	
one week on-going	7. Use nail gun (air) safely	X	X	Discussion Observation	Load and clean nail gun
one week	8. Lay out floor decking				
	a. Know types of floor decking	X	X	"	10
1/2 week	9. Measure and cut ceiling joists to required lengths	X	X	"	
1/2 week on-going	10. Secure and stack rafters or truss units	X	X	"	Stack rafter lumber
1/2 week on-going	11. Secure, stack and cover roof decking	X	X	"	Stack roofing materials
1/2 week on-going	12. Measure and cut to size required blocks and blocking using hand and power saws	X	X	Discussion Observation	

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
on-going	Learn Proper Site Clean-up				
	1. Salvage useable materials	X	X	Observation	
	2. Reduce safety hazards	X	X	"	
	3. Sweep/clean site and work area	X	X	"	
	4. Clean and secure tools and equipment	X	X	"	

Study Assignments and Film List

All films listed are available from Indiana University, Bloomington, Indiana.

1. See film on hand tool use: *The Woodworker* 11 min. I.U.
2. See film on job safety: *Safe Use of Tools: A Safety Film for Children* 6 min., LSC - 10
3. See film on fire hazards: *Fire* 11 min., FSC 1094; *The Fire Triangle* 13 min., LSC 148
4. See film on job safety: *Safety in the Shop* 13 min., LS 31
5. Slides on *You Want to be a Carpenter*
6. See film on using hand tools: *Hand Tools for Woodworking* 22 min., MSC 513
7. See film on measurement (Metric & English): *Measurement* 11 min., FSC 1186
8. See slides or film strip on safe use of power saws.
9. See film on use of ladders.
10. See film on types of floors and types of plyboard.

Additional Films

Hand Plane 12 min., MSC 433

Hand Saws, Cross Cut and Rip 12 min., MSC 434

Safety in the Home 9 min., LS 4

Building a Home 11 min., ISC 568

Homes Around the World 11 min., GSC 1015

Occupation - Cook Helper

Suggested Target Population - Academically Disadvantaged

Target Population - Food Services - Cook Helper -- organized subject matter and learning experiences related to the sales supporting tasks performed by distributive employees in establishments serving prepared foods and drinks for consumption on their own premises or at a place designated by the customer.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of Food Services so that the student may prepare for a career as a(n) Cook Helper.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
two weeks	Knowledge of Work Area				
	1. Learn location of storage areas for food stuffs	X			
	2. Learn location of all cooking utensils and equipment	X			
	3. Learn location of maintenance tools	X			
all year	Care and Maintenance of Work Area				
	1. Know to keep floor clearn	X	X		
	2. Know and observe proper care and service of all equipment	X	X		
	3. Know and observe proper care of cooking utensils	X	X		
	4. Observe proper procedures for removing garbage and trash from the work area	X	X		
	5. Know to keep food preparation counter top clean at all times	X	X		
	6. Clean and maintain stockroom	X			
	7. Know health department rules and regulations that pertain to proper job performance	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	Cook Assistance				
	1. Obtain supplies for cook	X			
	2. Dish up individual servings of prepared foods	X	X		
	3. Learn to observe proper storage of prepared foods	X	X		
	4. Prepare and deliver food plates to serving personnel	X	X		
	5. Assist in preparation of foods upon request	X			
	6. Advise cook on depletion of supply inventory	X			
	Preparation of Fruits and Vegetables				
	1. Learn proper storage techniques	X	X		
	2. Learn proper cleaning techniques	X	X		
	3. Develop knowledge of proper dressings for various fruits and vegetables	X	X		
	Use of Equipment				
	1. Prepare equipment for use by the cook	X			
	2. Assist cook in the operation of equipment	X			
	3. Learn to clean, service, and store equipment	X	X		
	4. Learn to observe proper safety procedures in the use of equipment	X	X		
	Miscellaneous Responsibilities				
	1. Develop pride in a neat, clean personal appearance	X	X		
	2. Observe proper dress regulations	X	X		
	3. Exhibit good working habits	X	X		
	4. Develop good human relations skills in working with the employer and other employees	X	X		

Occupation - Dishwasher

Suggested Target Population - Trainable Mentally Retarded

Description of Target Population - The following training plan is designed to be used with trainable mentally retarded individuals. The plan contains an outline of areas that should be covered during the in-school and on-the-job training experiences. Therefore it is necessary that some background information relative to teaching methodology and the skill aquisition level of the trainable mentally retarded be given.

The TMR is an individual who at the prevocational age level has usually had near normal physical development, although their emotional and mental (intellectual) abilities are limited. The TMR at age 18 usually has a mental age level of anywhere from 5 years to 9 years depending on the intellectual functioning abilities. It therefore is most important to recognize that the TMR learns through concrete examples and actual experiences at the task to be mastered. Lesson plans and experiences in school and on the job should be practical, simple, totally concrete, and broken down into small parts for more efficient skill development by the student trainee. Any skill to be learned should first be task analyzed by the teacher so that the parts are presented in their proper sequence and at a realistic rate. Time and repetition are necessary for full mastery of a skill. During the initial training stages a maximum amount of supervision and structure will be necessary. Although the supervision may be decreased as the skill level increases, structure should always be a part of the TMR work environment.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of 318.887 Kitchen Helper so that the student may prepare for a career as a(n) Dishwasher.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	Orientation to Employment Related Skills				
	1. Cleanliness and personal grooming				
	a. keep hair and body clean	X	X		
	b. use underarm deodorant	X	X		
	c. keep uniform clean and dry	X	X		
	d. wear clothing protection	X	X		
	e. wash hands when arriving at work, after using rest room, after coffee breaks and lunch breaks	X	X		
	f. Carry and use a handkerchief as necessary	X	X		
	2. Know how to use public transportation to get to and from work		X		
	3. Know when breaks begin and end. If unable to tell time, use a kitchen timer	X	X		
	4. Reporting illness				
	a. know how to call in sick	X	X		
	b. if ill, stay home	X	X		
	5. Obtain a social security card		X		
	6. Learn to handle finances				
	a. know how to endorse a paycheck		X		
	b. know how to cash a paycheck		X		
	c. know how to handle a paycheck properly, to use money wisely for savings, necessities and recreation		X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
four weeks	Sweeping and Mopping Duties				
	1. Gather dry debris from the floor with a push broom and regular broom	X	X		
	2. Pick up debris and place debris in waste container	X	X		
	3. Fill a mop bucket with the proper amount of water and disinfectant solution	X	X		
	4. Use a mop wringer on a mop bucket	X	X		
	5. Mop floor of work area clean and leave as dry as possible	X	X		
	6. Mop under rubber floor mats and other floor coverings	X	X		
	7. Mop under and behind stoves, refrigerators, and other kitchen equipment	X	X		
	8. Change a soiled wet mop	X	X		
	9. Dispose of a soiled mop	X	X		
	10. Empty mop water at end of shift or when dirty	X	X		
four weeks	Cleaning and Washing Duties				
	1. Prepare cleaning solution	X	X		
	2. Wash work tables	X	X		
	3. Wash out refrigerators	X	X		
	4. Wash out garbage cans and trash recepticles	X			
	5. Wash pots and pans by hand	X			
	6. Wash trays, steam tables, and pans by hand	X			
	7. Wipe area around dish washer dry from water over spray	X			
two weeks	Sorting Trash Duties				
	1. Place garbage and non-burnable items into containers with lids	X			
	2. Place burnable items into separate containers	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
two weeks	Garbage Collection and Removal				
	1. Put garbage and non-burnable trash into proper receptacles for pick-up	X			
	2. Put burnable trash into incinerator	X			
eight weeks	Food and Kitchen Supplies Storage and Transfer				
	1. Put produce, groceries, and supplies into storage room upon delivery	X			
	2. Bring any food or supplies needed to work area	X			
ten weeks	Dishwasher Operation				
	1. Prior to washing:				
	a. pre-scrape all equipment and utensils	X			
	b. pre-flush dishes to be washed	X			
	c. pre-soak specific items to remove large food particles	X			
	2. Check temperature controls to insure wash and rinse water are proper temperature	X			
	3. Keep automatic soap and chemical solution containers full	X			
	4. Keep jets, nozzles and other parts of the machine free of chemical deposits, debris, and soil	X			
	5. Remove dishes from machine and air dry prior to storage	X			
	6. Load dish holder carefully and properly for maximum cleaning and prevention of breakage	X			
	7. De-lime dishwasher once a month	X			
	8. Do not touch silverware or glasses when removing washing containers from dishwasher	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	9. Wash silverware with prongs and bowls of forks and spoons up in containers	X			
	10. Dump the silverware from washing container with prongs and bowls up, to serving containers with prongs and bowls down	X			
	11. Do not touch prongs or bowls	X			
	12. Always wear head cover when on duty	X			
six weeks	Garbage Disposal Duties:				
	1. Use cold water when running disposal to keep motor cool	X			
	2. Sort pop bottle tops, and other metal from garbage to be disposed	X			
	3. Sort out paper from disposal garbage	X			
	4. Keep hands away from disposal opening at all times	X			
	5. Push garbage in with wooden spoon or rubber spatula	X			
	6. Get help if disposal jams. Do not attempt to free unit with hand	X			
continuous	Safety in the Work Area				
	1. Keep floors mopped dry to avoid falls	X	X		
	2. Keep work area clean	X	X		
	3. Report all machines and equipment that may be broken or not working properly	X	X		
	4. Practice use of fire extinguisher		X		
	5. Know location of all fire exits	X	X		
	6. Know how to report a fire	X	X		
	7. Know duties in case of fire	X	X		
	8. Know how to report an accident or injury	X	X		
	9. Know where to get first-aid	X	X		
	10. Keep all unneeded supplies put away	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	11. Follow directions and use caution in handling solvents, disinfectants, and other chemicals	X			
	12. Keep hand out of and away from running equipment	X			
	13. Turn off dishwasher if temperature is not right	X			
	14. Do not open dishwasher when in operation	X			
	15. Do not touch soap when filling dispenser	X			
	16. Keep hands away from garbage disposal opening	X			
	17. Take care when removing dishes from washer so as not to be burned	X			
	18. Use caution near hot stoves and ovens	X			
	19. Wear head cover when on duty	X			

Occupation - General Farm Hand

Suggested Target Population - Learning Disabled

Definition

Learning Disabled - A student with neurological impairments/learning disabilities exhibits severe specific defects in perceptual, integrative or expressive processes which severely impair learning efficiency. Neurological impairments/learning disabilities include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia and may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantages. Children enrolled in programs for the neurologically impaired/learning disabled shall be those who are chronic failures in the regular classroom setting and are seriously deficient in educational skills.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of General Farm Hand so that the student may prepare for a career as a(n) General Farm Hand.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
ten weeks	Equipment				
	1. Learn to properly operate a tractor				Obtain Purdue Bulletin on Equipment from Purdue University or County Extension Agent
	a. operate a tractor	X			
	b. operate hook up attachments	X			
	c. operate back up attachments	X			
	d. fuel and maintain	X			
	2. Know and observe safety procedures				
	a. do not breathe fuel vapors	X			
	b. always look behind before backing up equipment	X			
	c. shut off tractor engine when checking belts and drives	X			
	d. keep hands and loose clothing out of universals and cutting knives	X			
	e. always apply brakes when parking equipment	X			
	f. do not allow riders	X			
	g. do not operate across steep slopes	X			
	h. be sure slow moving vehicle sign is in place	X			
	i. do not fuel any machine while engine is running	X			
	j. select a gear that is appropriate to your equipment and the job to be done	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
three weeks	Livestock				
	1. Learn proper handling of livestock				Obtain Purdue Bulletin on Livestock from Purdue University or County Extension Agent
	a. move cattle from pens and sort	X			
	b. observe cattle in pasture for illness and breeding	X			
	c. lead show cattle	X			
	2. Learn proper feeding techniques				
	a. measure feed for each pen	X	X		
	b. learn ingredients of feed and quantities of each	X	X		
	c. keep water before each animal	X			
	d. bed animals and keep them clean	X			
	e. be sure animals are not overfed or foundered	X			
	3. Learn proper safety procedures				
	a. do not come between mother and new born animal	X			
	b. move animals slowly without excitment	X			
	c. keep clear of kicking animals	X			
two weeks	Buildings and Grounds				Obtain Purdue Bulletin on Buildings from Purdue University or County Extension Agent
	1. Learn to repair buildings				
	a. nail up loose boards	X	X		
	b. re-nail metal roofing	X	X		
	c. fix broken water lines	X	X		
	2. Learn proper maintenance				
	a. paint buildings	X	X		
	b. rehang gates	X			
	c. build feed troughs	X	X		
	3. Learn proper safety procedures				
	a. keep eyes on what you are hitting when using equipment or tools	X			
	b. use safety line when on roof	X			
	c. pick up and destroy old lumber with nails in it	X			
	d. have tetnus shot	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
three weeks	Fencing				
	1. Learn proper maintenance procedures				Obtain Purdue Bulletin on Fencing from Purdue University or County Extension Agent
	a. retighten barbwire	X			
	b. stretch fence	X			
	c. set posts	X			
	d. staple fence to posts	X			
	e. hang gates	X			
	2. Learn proper repair techniques				
	a. patch fence	X			
	b. fix hotwire	X			
	3. Learn proper safety procedures				
	a. wear gloves around wire	X			
	b. unhook charger before working on hotwire	X			
	c. keep clear of stretchers when loading	X			
	Personnel				
	1. Demonstrate proper appearance				
	a. clean clothing	X	X		
	b. clean body and hair	X	X		
	2. Demonstrate proper attitudes				
	a. be willing to learn and anxious to work	X	X		
	b. enjoy your surroundings	X	X		
	3. Learn general safety procedures				
	a. use common sense	X	X		
	b. be alert	X	X		
	c. do not try to extend yourself past your capabilities	X	X		
	General Safety Procedures to Observe Around Farm				
	1. Do not lift excessive loads	X			
	2. Use parking brakes on all equipment when leaving seat	X			
	3. Chock all machinery when parking on hills	X			

Occupation - General Housekeeper

Suggested Target Population - Learning Disabled

Definition

Learning Disabled - A student with neurological impairments/learning disabilities exhibits severe specific defects in perceptual, integrative or expressive processes which severely impair learning efficiency. Neurological impairments/learning disabilities include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia and may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantages. Children enrolled in programs for the neurologically impaired/learning disabled shall be those who are chronic failures in the regular classroom setting and are seriously deficient in educational skills. Reimbursement of enrollment in such programs shall be limited to a maximum of 1% of the total enrollment of any school corporation.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of General Housekeeper so that the student may prepare for a career as a(n) General Housekeeper.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
two months	Kitchen Duties				Learn about various cleaning agents and the types of surfaces to use them on
	1. Clean oven and stove	X	X		
	2. Clean and wax hard finish floors	X	X		
	3. Clean and defrost the refrigerator and or freezer	X	X		
	4. Clean various types of materials in sinks	X	X		
	5. Clean counter tops and cabinets	X	X		
	6. Load and use dish washer and/or hand wash dishes	X	X		
	7. Vacuum any carpeted areas and shake floor rugs	X	X		
	Living Room Duties				
	1. Dust thoroughly	X	X		
	2. Vacuum carpets and furniture	X	X		
	3. Polish furniture as requested	X	X		
	Bedroom Duties				Learn to hang clothes on appropriate types of hangers for various types of materials
	1. Make and change beds and linens	X			
	2. Vacuum carpets, shake rugs & dust the floor	X	X		
	3. Straighten clothes & shoes in closets	X			
	4. Arrange clothes in dresser drawers as requested	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	5. Dust thoroughly	X			
	6. Hang clothes up in closet	X			
	Laundry Room Duties				Learn to operate various kinds of washers and dryers. Learn to match types of materials with types of washing cycles
	1. Learn to operate the washer & dryer	X	X		
	2. Learn to sort clothes according to color and type of fabric	X	X		
	3. Learn to pre-soak	X	X		
	4. Clean the floor surface	X	X		
	5. Clean shelves and other storage areas	X			
	6. Learn proper safety procedures				
	a. proper care in operating washer and dryer	X	X		
	b. lift with legs not back	X	X		
	c. do not try to move heavy articles	X			
	Bathroom Duties				Learn about various types of fixtures and match cleaning agents
	1. Match cleaning agents	X	X		
	2. Clean sink area and tub	X	X		
	3. Clean, dust, wash, and/or wax floor or carpeting	X	X		
	4. Shake rugs	X	X		
	5. Clean cabinets and storage areas	X	X		
	6. Clean shower doors	X			
	7. Clean commode	X	X		
	General Cleaning Duties				Learn to operate various types of vacuum cleaners
	1. Sweep off porches and walks	X	X		
	2. Sweep off patios and decks	X			
	3. Wash windows inside and out	X	X		
	4. Wash down concreted areas	X			
	5. Wipe walls and edges of ceilings for cob webs with clean cloth over broom	X			
	6. Wash rugs when they need it	X			
	7. Clean light fixtures	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	8. Clean ashtrays	X			
	9. Operate and empty vacuum cleaner	X			
	10. Pay special attention to corners	X			
	11. Clean window sills	X	X		
	12. Request additional supplies, cleaning aids, etc., before present supply is depleted	X			
	13. Properly dispose of waste paper and garbage	X	X		
	Learn Proper Personality and Attitude Traits				Investigate and practice positive attitudes towards yourself, other people and work
	1. Be clean and polite	X	X		
	2. Be willing to ask questions when in doubt	X	X		
	3. Always try to do the best job possible	X	X		
	4. Be friendly and willing to learn	X	X		
	5. Be anxious to learn, willing to work	X	X		
	Safety Procedures to be Observed				
	1. Be cautious to provide for proper ventilation when using cleaners with strong vapors	X	X		
	2. Use only a sturdy stool or step ladder when climbing or reaching up to clean	X	X		
	3. Avoid inhalation of vapor from oven cleaner or tub and tile cleaners	X	X		
	4. Remove electrical cords only at the socket, do not pull the cord	X	X		
	5. Exercise common sense in attempting to move or lift items	X	X		
	6. Use rubber or protective gloves when using strong cleaning agents	X	X		
	7. Do not attempt to use electrical equipment when hands are wet or equipment may come into contact with wa[illegible] or [illegible]stu[illegible]	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	8. Do not "over wax" hard floor surfaces	X	X		
	9. Exercise care in going up or down stairways, keep stairways uncluttered	X			
	10. When in doubt as to how to proceed with a job ask for help/instructions the first time	X	X		

Occupation - Grocery Cashier

Suggested Target Population - Socio-Economically Disadvantaged

Training Plan - Grocery Cashier - Introduction and Target Population - The following training plan describes necessary skills for a grocery cashier. This plan thoroughly outlines specific skills related to running registers, ringing orders, sacking, etc. Other jobs may actually be required of a cashier, especially some cleaning or stocking duties; these have been more completely outlined in a separate plan. The teacher should recognize that there may be overlap in skills between many grocery jobs, and this is reflected in these plans. The flexibility and scope of the cashier's job will depend largely on the type, size and location of the grocery; defined union rules and employer's specifications. Some skills are essentially required for any cashier. These include good hygiene, health and strength; communicative ability with the public; and basic math and reading skills.

In discussing disadvantaged and handicapped students with employers they placed stress on adequate job functioning. That is, store managers seemed less concerned with "labels" than with "can the person perform the tasks?" For the most part, they were of a cooperative nature, biased only by a common concern for their business and profits. Managers told of hiring workers with speech impediments, or the hard-of-hearing; in each case, the person's obvious interest and hard work was stronger than any limit in communications. They were also supportive of such a program helping inadequate students who may still become valuable workers. The target population is, therefore, not limited to specifics. With only some individual variations in skill, this plan could serve persons with some communications problems; someone with a leg loss or handicap; (or even perhaps wheelchairs). It could also be used for many disadvantaged learners (managers especially seemed interested in "near-dropouts"); they were more rigid about the mentally retarded. Specific skills necessary are good use of the arms and hands; and good perceptual ability to coordinate right/left and eye-hand movements. (This may eliminate the learning disabled.)

I propose that a teacher shouldn't necessarily have a difficult job in finding cooperative store management to implement the use of this plan with a variety of handicapped or disadvantaged learners (with exceptions as noted). I would suggest also checking with union personnel and rules to avoid creating employee relation problems.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School)
High School to enter their establishment as an employee under the supervision of (Name) for the
purpose of gaining knowledge and experience in the occupational area of Grocery Clerk/Cashier so that
the student may prepare for a career as a(n) Cashier in a Grocery Store.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
one week	Use of Cash Register				
	1. Opening Register				
	a. pick up register key and money drawer from office	X			
	b. insert key into register to unlock	X			Items b,c,d, and e may be practiced in school if a register is available
	c. slide in money drawer and, if directed to, count to be sure total amount of cash is correct	X			
	d. take a register reading to begin the shift and place the reading tape under the cash drawer	X			
	e. lock the machine by removing the register key whenever leaving the register	X			
four to six weeks (basics)	2. Operating the Register				
	a. greet customers pleasantly	X	X		
	b. switch on belt to move items to register	X			
	c. pick up each item, read price and punch appropriate keys on the register	X			
	d. hold down price key when there is more than one item of the same price	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	e. determine proper tax, if any, either on item-by-item basis or as a special key total and ring up amount of tax on register before final total	X			Study and learn list of taxable items
	f. develop speed and accuracy in using the cash register	X			Special practice on math skills for reading and punching prices
	g. develop speed and accuracy in mentally multiplying or dividing prices	X	X		
	h. look in and under customers cart discreetly to be sure it is entirely unloaded	X			
one week	3. Closing Register				
	a. take a register reading and place in cash drawer along with opening register reading tape	X			Items a, b, c, and d may be practiced at school if a register is available
	b. remove cash register drawer from register	X			
	c. close register drawer and remove and place register key in cash drawer	X			
	d. turn in cash drawer at office	X			
one to two weeks	4. Special Machine Operations				
	a. learn to correct incorrect punches and to make out proper void tickets and/or reports	X			
	b. learn to accept and process customer coupons (there may be a register key to facilitate this activity or cashier may have to compute amount manually)	X			Learn store procedure for redeeming coupons from the manufacturer or producer
	1) check validity of coupon date and whether customer has correct item	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	2) place all coupons under cash drawer or other designated register area and turn in with cash drawer at end of shift	X			
	3) handle coupons as cash	X	X		
	c. know to offer "raincheck" for temporarily out-of-stock sales items				
	1) know how to fill out raincheck	X			
	2) know when a substitute item may be offered	X			
two to four weeks	Handling Money				
	1. Accepting Checks				
	a. tell customer the amount owed after complete order is rung up on register	X			
	b. accept check only if customer has a store check-cashing card or if the check has been "O.K.'d" by a supervisor	X			
	c. permit customer to write the check for either the exact amount owed, or with approval, for a specified amount over the amount of purchase	X			
	d. stamp back side of check for deposit and at the completion of the transaction place it in a separate compartment of the cash drawer	X			
	2. Accepting Cash and Making Change				
	a. tell customer the amount owed after complete order is rung up on register	X	X		
	b. take money from customer; state amount given out loud and lay cash on register ledge above cash drawer	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	c. count necessary change from cash tendered when removing it from drawer	X	X		
	d. count change outloud as it is given to customer	X	X		
	e. place cash received in register drawer once customer has accepted change as correct amount owed him	X	X		
	f. tear off register receipt and give to customer	X	X		
two to three weeks	Sacking Groceries				
	1. Use box items to aid in squaring off corners of sacks	X	X		Sacking may be practiced either at home or at school
	2. Load canned goods in bottom of sack along with large boxes and milk cartons	X	X		
	3. Place light and breakable items (produce, breads, eggs, etc.) at top of sack	X	X		
	4. Load cold items together (double bag if so instructed) to help preserve them in transit				
	5. Load drippy items (meats, some vegetables) in separate, small (plastic) bags				
	6. Avoid loading soap products with meats or other fresh perishables				
	7. Load very heavy items (potatoes, soft drink cartons) directly into shopping cart	X	X		
	8. Load all sacks into cart for customer	X	X		
	9. Call for carry out assistance when necessary	X			
	10. Thank customer	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	11. Call for a sacker if a line of customers develops	X			
Continuous	Safety in Work Area				
	1. Know location of all fire exits and personal responsibilities in event of an emergency	X			
	2. Practice use of fire extinguisher		X		
	3. Keep register and floor area clean of debris	X			
	4. Straighten rows of shopping carts; never let carts block exit	X			
	5. Caution customers and children not to place hands along moving belt on the register counter	X			
	6. Give reasonable aid to customer who suffers an accident on store property, call for help if needed and secure names of witnesses to the accident	X	X		Unit on basic first aid and what to do in emergency situation
	7. Know and observe all general safety rules for the store	X			
	8. Avoid overloading grocery sacks	X	X		
	9. Know to keep calm in the event of robbery; quietly follow all commands without undue panic	X	X		
	10. Report suspected shoplifter to manager; do not approach or try to apprehend person by self	X	X		
	11. Wear low heeled, well built shoes with support stockings if necessary to stand for prolonged period of time	X	X		
	Miscellaneous Duties				
	1. Be flexible in helping fellow employees when time permits; but do not leave register area without locking the register	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	2. Weigh and price produce if scale is located at register counter	X			
	a. be aware of weekly "special" prices	X			
	b. place produce in separate bag for protection	X			
	3. Inserting register tape				
	a. keep extra roll of tape at check-out lane	X			
	b. check tape periodically; avoid running out a roll during a busy time or in the middle of ringing up an order	X			
	c. call for assistance if unable to insert new roll and customers are waiting in line	X			
	4. Check periodically and maintain an adequate supply of sacks of various sizes	X			
	5. Check cash in drawer often; call for a pickup when an excessive amount of cash accumulates in the cash drawer	X			
	Customer Relations				
	1. Project friendly personality to all customers	X	X		
	2. Call for managerial assistance when customer request or demand exceeds cashier's authority to act	X			
	3. Avoid any type of arguement with a customer	X	X		
	Personal Appearance and Grooming				
	1. Keep hair and body clean				
	2. Use a good deodorant	X	X		
	3. Wear clean, neatly pressed uniform or outfit to work	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	4. Wear hair in style that will not require attention during working hours	X	X		
	5. Keep fingernails clean and trimmed	X	X		

Occupation - Laundry Marker

Suggested Target Population - Hard of Hearing

Definition of terms

The Deaf Pupil - A deaf pupil is one in whom the sense of hearing is non-functional for the ordinary purposes of life. This general group is made up of two distinct classes based entirely on the time of loss of hearing.

a. The congenitally deaf - those who were born deaf
b. The adventitiously deaf - those who were born with normal hearing but in whom the sense of hearing becomes non-functional later through illness or accident. (Rule S-1)

Clothes Marker; Counter Girl; Counterman; Entry Clerk; Garment Marker; Receiving Checker - Performs any combination of the following duties in marking, sorting, and recording soiled garments, linens, and other articles received for cleaning and laundering: Opens bundle or bag and spreads articles on worktable. Examines articles for and records defects, such as holes, stains, tears, and ripped seams. Compares articles with customer's listing or records them by hand or by using listing-pricing machine. Affixes or marks customer-identifying symbols on soiled articles by one of the following methods: (1) Adjusts numbered disks of marking machine by hand to set code number; places article of cloth tag under disks, depresses pedal or pulls lever that forces disks against article or tag to print code; pins or staples tag to article. (2) Writes code number on garment or tag with pen and waterproof ink; pins, staples, or sews tag to garment. (3) Positions garment under stapling machine and pulls lever that staples short length of tag to garment; writes identifying code on tape. (4) Presses lever of clipping machine that fastens metal clip to garment. (5) Depresses keys of marking machine that prints identifying symbol on garment. (6) Seals identification tape on article, using patching machine and adhesive tape. Routes defective articles to SEAMSTRESS for repairs. Sorts articles according to color, degree of soil, and type of materials or treatment. Measures articles with yardstick or measuring tape to determine charges and records measurements to insure articles are finished to original size. Removes buttons, ornaments, and other trimmings from soiled garments and replaces them on cleaned garments. Places sorted articles in different colored nets or ties them in bundles and attaches tags that indicate work to be performed, such as method of cleaning, articles to be starched or tinted, and pretreatment of stained articles. Counts finished articles for completeness of order and verifies count with plant records. (Dictionary of Occupational Titles 369.887)

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of 369.887 Marker (Clean & dye and press & laund) so that the student may prepare for a career as a(n) Marker in the laundry and dry cleaning industry.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
One week	Introduction of Employer to Working with a Deaf Employee: 1. Rules for building effective communication: a. speak or write in short, simple sentences b. avoid big words c. avoid slang expressions d. present only one concept at a time e. illustrate words with gestures or demonstrations f. look directly at employee g. do not cover mouth, chew gum or smoke while worker is trying to lipread you h. use facial expressions to convey feeling along with speech i. vary wording or sentence structure if repetition is needed j. speak more slowly than in normal conversation k. use ordinary voice; shouting distorts lip movement	The teacher-coordinator will orient the employer and/or supervisor to working with deaf personnel prior to the placement of a trainee. Methods may include conferences, pamphlets, films, etc.; and should include the information contained in this section of the training plan.			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	1. Always check for correct understanding by having employee tell you or demonstrate what has been learned 2. Other points to consider regarding deaf workers a. recognize that the deaf worker is as much an individual personality as every other worker in a business b. recognize that deaf workers should be encouraged to meet the same levels of competency as hearing peers c. encourage social integration of deaf workers with peers who can hear d. be sure the deaf worker is properly informed of procedural changes e. do not assume deaf workers will be comfortable in noisy surroundings (some have residual hearing and are quite sensitive to noise)	The teacher-coordinator will orient the employer and/or supervisor to working with deaf personnel prior to the placement of a trainee. Methods may include conferences, pamphlets, films, etc.; and should include the information contained in this section of the training plan.			Information regarding deaf and hard of hearing workers was obtained from Indiana Department of Vocational Rehabilitation

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment*
one week	Required Background for Trainee				
	1. Read materials which give an overview of the laundry and drycleaning business		X		1, 2, and 3
	2. Analyze career opportunities in positions in a commercial laundry		X		
one week	Receiving Activities				
	1. Open bags and remove soiled laundry	X			
	2. Check articles against invoice	X			
one month	Marking Procedures				
	1. Create customer identification symbols by combining invoice number, number of pieces in the order, customer initials, etc., according to plant policy	X	X	Sample invoices, customer names and numbers of garments can be given to student for coding	4 and 5
	2. Set and operate marking machine to apply ID code to cloth tag (or hand code tag legibly)	X	X		
	3. Seal, staple or pin tag to garment in such fashion as not to damage garment	X	X		
	4. Learn standard positions for locating tags on garments so that they may be quickly located by all staff members	X	X	Bring set of garments to class for final marking test	
	5. Join units such as vests, suit jackets and trousers of one suit with the length of string	X			
	6. Use spare time to print a stock of instruction tags such as "press only", "measure", "repair"	X			
	7. Affix instruction tags to garments as per invoice notation	X			

*Number codes refer to individual study assignments listed on page 8

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
two months	Garment Inspection				
	1. Tag loose accessories such as collars and cuffs separately in case they become separated from the garment	X			
	2. Pin loose accessories to the garment to prevent loss during cleaning	X			
	3. Check garments for damage (rips, broken zippers) prior to cleaning	X			
	4. Refer minor damage to repair dept. before garment is cleaned	X			
	5. Refer unusual damage to receiving desk to be reported to customer prior to cleaning	X			
	6. Refer garments with breakable trim such as glass buttons to repair dept. for removal prior to cleaning	X			
	7. Prepare and supply repair dept. with envelopes stamped with the customer's ID code for storage of removed trim	X			
	8. Note on invoice that trim has been removed	X			
	9. Use proper procedures to pin down and pad hooks or sharp metallic trim that cannot be removed	X			
	10. Refer special stains such as ball point pen ink, paint or blood to spotting department	X			
	11. Recognize and route solvent soluble articles (plastics or trim glued with rubber cement) to the wet cleaning department	X			
	12. Search pockets and place valuables and papers in envelope marked for return to customer	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	13. Search linings	X			
	14. Remove lint from pockets and cuffs with a brush or blower	X			
	15. Inspect drapes for weakened spots due to sun damage	X			
	16. Remove weights and hooks from drapes	X			
	17. Close zippers	X			
	18. Refer knit garments to repair dept. for measuring	X			
	19. Refer conditions which are out of the ordinary to a supervisor for final classification	X			
	20. Wrap aluminum foil around ornamental buttons left on garments to prevent breakage in the dryer	X			
two months	Classification of Garments for Cleaning				
	1. Separate heavy garments such as overcoats from light weight garments which might be damaged by mechanical action	X	X	Sorting activities may be practiced and checked in laundry of home ec. dept.	6
	2. Separate light colored garments from dark colored garments	X	X		
	3. Separate heavily soiled garments from lightly soiled garments to prevent redisposition of soil	X	X		
	4. Learn to recognize exceptions to regular routine				
	a. Hold special materials such as metallic finishes for laundering in a short cycle load	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	b. Examine garments with beading or sequins which are held on with chain stitch for loose threads	X	X		
	c. Separate garments trimmed with fur, plastic, suede or feathers for special processing	X	X		
	d. Remove cloth covered buttons and buckles for hand cleaning	X	X		
	e. Separate garments with plastic zippers to prevent excessive heating during drying	X	X		
	f. Separate fringed articles for hand cleaning or braid fringe to prevent tangling	X	X		
	g. Sort specialty items such as gloves, pillows, purses, bedspreads, and electric blankets for separate processing	X	X		
	h. Group sorted garments and hold until the proper weight load has been accumulated	X	X		
one week	Finishing Procedures				
	1. Assist in hanging garments after drying	X			
	2. Inspect cleaned garments for damage or spotting not removed by cleaning process	X			
	Continuous Safety Procedures				7
	1. Learn to observe all safety rules	X	X		
	2. No smoking in plant area	X	X		
	3. Learn to correctly operate machines to be used	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	4. Learn not to touch or eat food after handling soiled garments until hands have been thoroughly washed	X	X		8 and 9
	5. Learn not to touch the eyes, mouth, or any part of the body which has been broken by a scratch or abraision while handling soiled clothes	X	X		
	6. Keep aisles and passageways clear & in good repair	X	X		10
	7. Learn location of exits to permit prompt escape in case of emergency	X	X		
	8. Maintain exits and the way of approach and travel from exits so that they are unobstructed and are at all times accessable	X	X		
	9. Recognize that fire doors shall not be blocked or tied in an open position	X	X		
	10. Learn location and operation of portable fire extinguishers suitable to the hazards involved	X	X		
	11. Recognize the importance of reading bulletins and printed material pertaining to safety as well as oral instructions	X	X		

Individual Study Assignments

1. "Occupations in Laundry and Drycleaning Plants," Occupational Outlooks Handbook, Dept. of Labor 1974-5.

2. Filmstrip: "So You Want to Work in a Laundry," Eyegate House, 1974.

3. "Laundry Workers," Handbook of Job Facts, Science Research Assoc., 1972.

4. Most Cleaning establishments have written materials such as: The Drycleaning Department by C. B. Randall.

5. Bulletin Service (published by the National Assoc. of Dyers and Cleaners of the United States and Canada, Silver Springs, Maryland) which the student could read as he is introduced to each area of work.

6. Dorothy Lyle Sigert's book Fabric Facts describes a variety of textiles and cleaning procedures, for continued study.

7. Film: If You Hear the Explosion the Danger has Passed, Xerox 1969.

8. Succeeding in the World of Work, Chapter 9, "Personal Safety," 1975.

9. On the Job, Frank Richards Pub., 1973.

10. U. S. Dept. of Labor: Occupational Safety and Health Administration printed material describing general industrial safety and specific standards governing laundry machinery and operations.

Occupation - Lawnmower Repairman

Suggested Target Population - Verbally Disabled

Target Population - The following training plan is designed for the verbally disabled student, who possesses sufficient ability in the spatial relations and manual dexterity area to perform the operations outlined in this training plan.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of Small Engine Repair so that the student may prepare for a career as a(n) Lawnmower Repairman.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment*
On-going	Safety				
	1. Use hand tools safely	X	X	Observation	Identify three safety hazards in the shop 1 and 1A
	2. Use power tools safely	X	X	"	
	3. Observe safe practices when using inflammable liquids	X	X	"	
	4. Store combustible materials safely	X	X	"	2
	5. Observe safe shop and job standards	X	X	"	3
two weeks	Hand Tools				
	1. Identify various hand tools such as: hammers, screwdrivers, wrenches, files and reamers		X	Observation and pen and pencil	Learn to spell each tool's name and identify each tool
	2. Learn to correctly use hand tools		X		
	3. Learn proper care of hand tools		X		
two weeks	Power Tools				
	1. Identify various power tools such as: drills, grinders, and buffers	X	X	"	Learn to spell each tool's name and identify each tool
	2. Learn to correctly use power tools	X	X	"	Make poster with pictures of tools aligned with names spelled correctly
	3. Learn proper care of power tools	X	X		
two months in school & on-going OJT	Engine Principles				4
	1. Know function of spark plug	X	X	Observation	5
	2. Set and check plug cap	X	X		6 and 7
	3. Check for ignition spark	X	X	Explain how	

*Number codes refer to films

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	4. Remove engine head and clean	X	X	Observation	
	5. Remove piston and rings and clean	X	X	"	8
	6. Remove and clean crankshaft	X	X	"	
three months	Engine and Unit Repair				
one week	1. Clean and adjust carburetor	X	X	"	Shadow a repairman in a local shop for three days/teacher demonstration
three days	2. Mix gas and oil properly as required	X	X	"	
three days	3. Drain and clean oil and gas tanks	X	X	"	
three days	4. Adjust spark plate	X	X	"	
one week	5. Replace broken piston	X	X	"	
one week	6. Replace broken rod	X	X	"	
one week	7. Replace head gasket		X	"	
one week	8. Replace all gaskets		X	"	
one week	9. Replace all seals		X	"	
one week	10. Remove and clean valves and/or ports	X	X	"	
one week	11. Remove carbon from heads and valve openings	X	X	"	
one week	12. Clean complete unit	X	X	"	
on-going	Complete Unit Repair and Adjustment				
	1. Adjust carburetor	X	X	Start Engine	
	2. Adjust blade height	X	X	Observation	
	3. Tighten all fasteners/screws or nuts and bolts	X	X	"	
	4. Adjust carburetor	X	X	"	
	5. Clean inner housing	X	X	"	
	6. Clean outer housing	X	X	"	
Continuous	Communications with the Public				
	1. Demonstrate ability to communicate effectively with the public	X	X	Observation	Role play situations which would occur on the job
	2. Demonstrate understanding of non-verbal communications		X	Test	Pantomime non-verbal communications Analyze yourself and others on tape for signs of non-verbal communication
	3. Greet customers promptly and determine quickly how you can effectively serve them	X	X	Observation	9 and 10

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	4. Be positive with the customer	X	X	Observation	11
	5. Sell by suggestion; be alert and agressive	X	X	"	Role play selling by suggestion
Continuous	Maintenance of the Job Through Good Work Adjustment				
	1. Know the personal qualities which will enable you to get along with people		X	Test	12,13,14,15,16
	2. Know how to get along with the supervisor/employer			Test	17
	a. know what the supervision/employer has a right to expect of the employer	X	X	Obervation	18
	b. know what the employee has a right to expect of the supervisor/employer	X	X		
	3. Learn to obtain utmost satisfaction from this job	X	X	Observation	19,20,21
	4. Learn to follow instructions	X	X	"	22
	5. Coordinate personal appearance with the company dress code:			"	Interview personnel manager of local business to obtain this information
	a. uniform length	X	X		
	b. cleanliness of uniform	X	X		
	c. repair of uniform	X	X		
two weeks	Know Company Regulations				
	1. Know regulations common to most companies			Test	Interview personnel manager of local business to obtain this information
	a. breaks	X	X		
	b. use of company phone	X	X		
	c. employee parking	X	X		
	d. package check-in	X	X		
	e. probationary period when beginning	X	X		
	f. overtime	X	X		
	g. provision of uniforms	X	X		
	h. smoking areas	X	X		
	i. progress review	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	j. raises	X	X		
	k. calling in when sick or late	X	X		
	l. company meetings	X	X		
	m. discharging of employees	X	X		
	n. leaves of absence	X	X		
	o. resignations	X	X		
	p. meal policy for employees	X	X		
	q. holiday pay	X	X		
	r. medical insurance, pension plan and other fringe benefits	X	X		
	s. dress code	X	X		

Individual Study Assignments

1. Film: *Safety in the Shop*, 02588, 11 min., Univ. Ill., $2.90

1A. Film: *Safety in the Shop: Basic Practices*, 53635, 14 min., Univ. Ill., $14.20

2. Film: *Safety in the Shop: Hand Tools*, 53381, 12 min., Univ. Ill.

3. Film: *Safety in the Shop: Power Tools*, 53378, 14 min., Univ. Ill., $6.50

4. Film: *Engines and How They Work*, 00847, 11 min., Univ. Ill.

5. Film: *Spark in Time or the Firing Line*, 22 min. (Champion Spark Plug Co.)

6. Film: *Spark of Power*, 14 min. (Champion Spark Plug Co.)

7. Film: *Modern Engines and Energy Conversion*, 11 min., Univ. Ill., 03639, c., $5.25

8. Film: *ABC of the Automobile: The Engine*, 15 min. (Free - General Motors)

9. Film: *Communicating with the Public*, Audio-Visual Center, I.U., 12 min., CSC-2316, $7.75

10. Pamphlet: *You Always Communicate Something*

11. Book: Andrews, M., "You say it in Many Ways," In: *You Said It*, New York, Gregg Div., McGraw-Hill, 1969, pp. 29-47.

12. Book: Harrison, P.A., "Personality Habits," In: *Getting It Together*, New York, Globe Book Co., pp. 34-41.

13. Film: *Dealing With Problem People: The Forgetter*, 6 min., 03278, $4.25, c. Univ. Ill.

14. Film: *Dealing With Problem People: The Hothead*, 6 min., 03277, Univ. Ill., c., $4.25.

15. Film: *Dealing With Problem People: The Scoffer*, 7 min., 03279C, Univ.Ill., $4.25.

16. Film: *Dealing With Problem People: The Disorderly Worker*, 8 min., Univ. Ill., 03276, c., $4.25

17. Film: *Your Job: You and Your Boss*, Audio-Visual Center, I.U., 15 min., BSC-130, $9.25.

18. Book: Kimbrell & Vineyard, "What the Employer May Expect," in: Activities in the World of Work, Bloomington, Ill., McKnight Co., 1972.

19. Film: People Who Fix Things, Audio-Visual Center, I.U., 18 min., ESC-1187, $9.75.

20. Book: Kimbrell & Vineyard, "What the Employer May Expect," in: Activities in the World of Work.

21. Book: Sinick, D., "Jobs Have Personalities, Too," in: Your Personality and Your Job, Chicago, Science Research Assoc., 1971, pp. 34-41.

22. Book: Kahn, Tong & Jew, "Following Instructions," Going Places with Your Personality, Belmont, California, Fearon Co., pp. 29-38.

Occupation - Machinist Helper

Suggested Target Population - Socio-Economically Disadvantaged

Machinist Helper - The following training plan is designed to prepare individuals with basic skills required in machine trades in order that entry level employment may be obtained. Specifically, the training entails understanding tools, equipment, terminology, materials, and measurement and applying knowledge to the set up and operation of particular equipment.

The target population for this training plan consists of those students who are classified as socio-economically disadvantaged. The acquisition of the identified job skills and employability skills may enable the student to advance within the machine trades area after obtaining appropriate entry level occupational experience.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School)

High School to enter their establishment as an employee under the supervision of (Name) for the

purpose of gaining knowledge and experience in the occupational area of 17.2302 Machine Shop so that

the student may prepare for a career as a(n) Machinist Helper.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
one week	Program Requirements				
	1. Know what lathe operators do		X		See film list
	2. Know program requirements		X		Read course outline
	3. Know how to find machine shop trades type jobs		X		Locate three job opportunities
on-going	Safety				See film list
	1. Wear and use safety glasses, shoes, and apparel	X	X	Observation	See film list
	2. Obey all shop rules and regulations	X	X		Read shop rules
	3. Exhibit safe working habits	X	X		
	4. Exhibit safe clean-up habits	X	X		
	5. Observe proper operation procedures and safety rules on all machinery	X	X	State rules on paper and pencil test	
on-going	Related Information				See film list
	1. Learn to read and interpret blue-prints and working drawings	X	X		
	2. Explore aspects of the trade including:				
	a. machine shop terminology	X	X		
	b. S.A.E. steel classification	X	X		
	c. A.I.S.I. steel classification	X	X	Identify 5 different types of metals	Read Metals and How to Use Them (Lincoln)

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	d. effects of heat upon metal machine production and accuracy requirements	X	X		
	e. machine production and accuracy requirements	X	X		
	3. Know and apply related math including:				
	a. machine shop formulas		X		
	b. measuring devices such as rules, calipers, micrometers, verniers, gages, etc.	X	X	Observations of identifications	See film list
	c. machine feeds and speeds	X			
	4. Use properly trade related tools including:				
	a. hand tools	X	X		See film list
	b. machines	X	X		
	c. cutting tools	X	X		
	5. Recognize materials including:				
	a. steels	X	X	Identify 5 metals	
	b. non-steel alloys	X	X		
	c. non-ferrous metals	X	X		
	d. non-metals	X	X		
	6. Identify materials by chip, spark, file, etc., tests	X			
four weeks	Turning Between Centers				
	1. Clean and lubricate lathe	X	X		See film list
	2. Check and manipulate controls	X	X		
	3. Dress ends of stock and center drill	X	X		
	4. Set up work between centers	X	X		
	5. Adjust speeds and feeds	X	X		
	6. Make straight stock turn			Shape 5 different materials to specification	
	a. rough cuts	X	X		
	b. finish cuts	X	X		
	c. turn to a shoulder	X	X		
	d. turn groove	X	X		
	7. Measure using calipers, rule and outside micrometer	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
four weeks	Chuck Work				
	1. Mount chuck on spindle nose	X	X	Secure chuck and install in proper fashion	See film list
	2. Mount work in chuck	X	X		
	3. Center cylindrical, irregular, and hollow ring work in chuck	X	X		
	4. Make straight turn using roughing cut and finishing cut	X	X		
	5. Cut-off finished piece	X	X	Drill and tap 6 holes to drawing	
	6. Center drill and drill	X	X		
	7. Tap	X	X		
	8. Ream with straight reamer and taper reamer	X	X		
	9. Set up collet chuck	X	X		
	10. File and polish	X	X		
three weeks	Face Plate Turning				
	1. Place work on face plate	X	X	Turn 3 flat face plates	See film list
	2. Counter balance work	X	X		
	3. Center work using dial indicators and centering indicators	X	X		
three weeks	Thread Cutting				
	1. Cut standard external threads	X	X	Cut 12 different threads	See film list
	2. Cut standard internal threads	X	X		See film list
	3. Cut sharp V thread	X	X		See film list
	4. Set quick change gear-box	X	X	Observation	
	5. Engage back gears	X	X		
	6. Set thread stop	X	X		
	7. Engage split-nut lever	X	X		
	8. Apply cutting lubricant	X	X		
four weeks	Machine With Special Equipment				
	1. Mount grinding attachment	X	X	Observation	See film list
	2. True and dress grinding wheel	X	X		
	3. Grind and test centers	X	X		
	4. Mount and set up turret attachment	X	X		
	5. Set up eccentric attachment and turn crank shaft journal	X	X		

FILM LIST*

Drill Press - MSC-480

Fire Science - FSC-504

Safety in the Shop - LS-31

Safety with Electricity - LSC-149

Reading a Three-View Drawing - MS-240

Steel Rule - DS-16

Principal Dimensions, Reference Surfaces, and Tolerances - MS-235

Language of Drawing - MS-377

Shop Procedures - MS-383

Turret Lathe -- An Introduction - MS-279

Micrometer - DS-17

Machining Work Held in a Chuck - MS-219

Machinist and Tool Maker - MS-18

Gage Blocks and Accessories - MS-185

Cutting Threads with Taps and Dies - DS-113

Cutting an External National Fine Thread - DS-12

Turning Work Held on a Mandrel - MS-276

Machining a Cast Iron Rectangular Block - DS-23

Grinding a Parallel Bar: Part I: Setting Up the Machine - MS-187
Part II: Grinding Operations - MS-188

*All films are available at the Audio-Visual Center, Indiana University, Bloomington, Indiana 47401

Occupation - Mail Clerk

Suggested Target Population - Socio-Economically Disadvantaged

Target Population - Mail clerk - socio-economic disadvantaged -- organized subject matter and learning experiences related to tasks performed by distributive employees in retail, wholesale, and service establishments in regard to pick-up, delivery, and general clerking of mail as a part of the general business function.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of ______________ so that the student may prepare for a career as a(n) Mail Clerk.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
one week	Related Information				
	1. Know company product or service	X			
	2. Know person responsible for mail in each department	X			
	3. Learn all company rules and regulations that pertain to successful performance in this position	X			
	4. Develop understanding of the importance of this position in the smooth operation and transaction of company business	X	X		
two weeks	Knowledge of U.S. Postal Regulations				
	1. Know and observe regulations pertaining to letters, packages, and bulk mail	X	X		
	2. Know and observe regulations pertaining to deadlines, services available, and the necessity for record keeping	X	X		
two weeks	Knowledge of Various Mailing Methods				
	1. Learn to know the advantages and and disadvantages of all available mailing methods	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	2. Develop ability to determine which method should be used in given situations	X	X		
two weeks	Knowledge of Mail Preparation				
	1. For incoming mail:				
	a. sort	X	X		
	b. keep necessary records	X			
	c. report damages or shortages	X			
	d. provide for safe storage when necessary	X			
	2. For outgoing mail:				
	a. sort	X	X		
	b. provide necessary mailing notations	X	X		
	c. use postage meter	X			
	d. bag	X			
three weeks	Knowledge of Delivery and Pick-Up Points				
	1. Know location of mail pick-up and delivery point for each department	X			
	2. Observe proper time schedule in making pick-ups and delivery to departments	X			
	3. Know when a "special" delivery of a piece of mail to a department is warranted	X			
	Use of Telephone				
	1. Know and observe proper technique for placing intra-company calls	X			
	2. Know and observe proper rules regarding use of telephone for calls outside of the company	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	3. Know and observe proper technique for answering the telephone in the mail department		X		
two weeks	Use of Mechanical Equipment				
	1. Learn function and operation of machine before attempting to use it	X			
	2. Follow directions or instructions carefully	X			
	3. Know and observe all safety rules	X			
	Knowledge of Maintenance in the Mail Department				
	1. Keep floor clean and free of rubbish and trash	X			
	2. Maintain order in storage areas	X			
	3. Know and observe all rules and regulations that will contribute to safety in the mail room	X			
	Knowledge of Acceptable Personal Conduct				
	1. Observe all dress regulations	X	X		
	2. Develop good human relations skills in working with supervisor and other employees	X	X		

Occupation - Physical Therapy Aide

Suggested Target Population - Disadvantaged Students

Physical Therapy Aide Training Plan - Introduction - This training plan is a descriptive outline of the skills necessary for physical therapy aides. It is important to recognize that some of the analyses of job skills in this plan may seem incomplete: it was discovered during interviews that job descriptions vary widely according to location and patient population. Job descriptions may also reflect individual training differences of the physical therapists, who are in turn primarily responsible for training the aides. Because they also differ with individual patient treatment plans, job skills themselves were difficult to define and thoroughly categorize. The notion of people with physical or mental handicaps working as physical therapy aides often meets with unease within the profession. This perhaps reflects the professional training image which most medical fields try to maintain; the suspicion seemed to be that the handicapped could not fill this image.

It is necessary to distinguish between a physical therapy assistant and a physical therapy aide. The physical therapy assistant's instruction comes from a rigorous 2-year college associate degree program; state testing and licensing is also required. The physical therapy aide is trained primarily on-the-job by the registered physical therapist, who has had a four-year, highly selective professional training program in college. The caution regarding handicapped students in general is perhaps somewhat justified when one considers the rigorous training which a registered physical therapist experiences to become a professional allied health person. It is especially important to note the reality of this concern towards the handicapped when the teacher initiates the use of this plan.

Physical Therapy Aide Training Plan - Target Populations and Locations - In the departments interviewed, there was better acceptance of training disadvantaged students (who were considered to be free of most mental and physical "handicaps") to be successful physical therapy aides. The disadvantagement could be educational, especially as long as the student maintained approximately a junior high level of reading, arithmetic, and writing skill. This is important for any possible paperwork which the aide may do. Some clinics require a high school diploma, but most agreed that much of the training was of necessity on-the-job, and specific to particular patients. If the student trainee's disadvantagement was "social," or involved such student problems as delinquency, there was more caution and concern from the department heads, who were not anxious to train students extensively in the basic patient relations and professional ethics related to the job.

There was much emphasis on the need for good physical health and strength in properly helping to lift, transport, and exercise patients. One therapist also noted that good physical stature is important in communicating "physical normalcy" as a goal for a debilitated patient. (For example, it was noted that a stroke victim needs a good model to motivate him to re-learn proper walking gaits).

I strongly suspect from my own experiences with these interviews that a teacher of the disadvantaged would need a fairly cooperative and persuasive manner to convince physical therapy departments to help train students as physical therapy aides. Perhaps contacting smaller clinics or private nursing homes would lead to more successful use of this plan than in applying it to a larger metropolitan hospital setting. In the larger settings, there was more reluctance to take the time, budget the money, or accept the liability of student trainees.* I feel these are basically realistic and justified concerns. The smaller nursing homes also especially tended to have long-term recuperative and handicapped patients, allowing the student aide and the patient time to adjust personally to each other and the job, unlike the constant short-term patient care common to many clinics and hospitals.

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*There are several probable reasons for this reluctance. First, one must realize that a registered physical therapist pays liability insurance and essentially bears the expense of the lawsuit if sued. Also, there may not be adequate time to participate in the supervision of students.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of Physical Therapy so that the student may prepare for a career as a(n) Physical Therapy Aide (P.T.A.).

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
Continuously	Professional Ethics and Behavior				
	1. Learn not to discuss patients, their treatment, records or family history with anyone other than the professional clinic staff or the Registered Physical Therapist	X	X		Student should read any books or pamphlets on appropriate job behavior that may be suggested by the Registered Physical Therapist
	2. Develop the professional maturity to avoid teasing or joking about a patient's condition with anyone	X	X		
	3. Observe all rules regarding limited access to patients medical records	X			
Continuously	Behavior and Role of the Employee				
	1. Learn to recognize personal knowledge and training limitations	X	X		
	2. Develop ability for gentle and responsible patient handling	X	X		Students might practice massage on one another - object is to learn gentle familiarity with touch and pain avoidance

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	3. Learn to establish a feeling of rapport, trust and confidence with each patient in order to motivate their utilization of therapy to recover body usage	X	X		
	4. Demonstrate ability to report accurate information regarding a patient's capabilities or performance to the Registered Physical Therapist	X	X		Communications games: student tells exactly what happened - orally or in writing
	5. Know to refer all non-professional staff requests for information regarding a patient's condition to the Registered Physical Therapist	X	X		
three weeks	Paperwork and Patient Recordkeeping				
	1. Use appropriate form to reorder canes, crutches, cleaning supplies, etc.	X			
	2. Reorder and change linens on tables and mats after each patient use or as directed by Registered Physical Therapist	X	X		Practice changing linens on beds, flat foam pads, etc.
	3. Record patient's name, the time, and treatment performed on the daily department form. Include patient's reaction and performance	X			
	4. Learn to fill out medical forms by entering patient's name, room, diagnosis, treatment orders. Also log time spent in physical therapy for verification of expenses	X	X		As necessary: arithmetic practice of logging time for records; also spelling practice of words commonly used in diagnosis and treatment
	5. Assist with any record keeping done for departmental purposes	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
four to six weeks	Care and Use of Equipment				
	1. Whirlpool				
	a. for all treatments:				
	1) learn to fill clean whirlpool and set for appropriate temperature (98°-100° for total body emersion, 102°-104° is normal for arm/leg emersion)	X			
	2) know to expose affected area as necessary	X			
	3) learn to set timer for proper amount of time	X			
	4) know to remain with children or elderly persons during entire treatment period	X			
	5) know to keep machine head out of water when not in use	X			
	b. for upper/lower limb treatment:				
	1) know to sit patient on comfortable stool or chair	X			
	2) learn to gently lower affected area into whirlpool	X			
	c. for full body treatment:				
	1) assist patient to transfer to attached chair on machine	X			
	2) learn to swivel chair over pool and slowly lower (using the foot pedal) until entire affected area is immersed	X			
	3) learn to assist patient in getting out of the whirlpool	X			
	4) help patient towel dry and redress after treatment	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	2. Hotpacks (moist heat packs from hydrocollator)				
	a. learn to aid patient to undress affected area and to lie (prone or spinal position) on the treatment table	X	X		Students may practice on one another to actually experience the treatment
	b. know to inspect area to be treated	X	X		
	c. learn to remove hotpack from hydrocollator using tongs to avoid burning self	X	X		
	d. know to wrap hotpack in cotton terry towels (depending on padding used and heat of machine, should be equal to six thicknesses of towel)	X	X		
	e. learn to gently place hotpack on patient	X	X		
	f. know to watch for excessive reddening of skin or patient discomfort; may need more towels to reduce amount of moist heat contact	X	X		
	g. learn to help patient up and to redress	X	X		
	h. know to return hotpack to hydrocollator and place towels into dirty linen	X	X		
	3. Ultra-sound treatments (intra-muscular deep heat)				
	a. learn to aid patient to undress affected area and to lie on treatment table	X	X		
	b. learn to set time, pulse and intensity controls according to treatment and Registered Physical Therapist's directions	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	c. learn to spread lotion or cream over affected area to allow machine to slide easily and to transmit higher frequency sound waves into the body	X			
	d. learn to help patient to sit up and redress following treatment	X	X		
	e. know to wipe excess lotion from the machine head and replace heads onto hook or into cup	X			
	f. know to turn intensity dial to zero when finished	X			
	4. Exercise bicycle				
	a. learn to help patient seat self on bicycle (use safety belt if available)	X			
	b. learn to set timer for prescribed exercise time	X			
	c. learn to set tension control dial on those bicycles equipped with one	X			
	d. know how to oil bicycle chain and how to replace it	X			
	e. learn to assist patient from the bicycle after exercise is completed	X			
	5. Learn proper use of, and how to aid patients in using walkers, stairs and parallel bars	X			
	6. Learn and follow procedures for keeping equipment clean and in good working order (check screws, handles, etc. for tightness for safety and security of patient)	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
three to four weeks	Transfer and Transportation of Patients (the following are only intended to be general guidelines)				
	1. Allow ambulatory patients as much independence as possible in their own transportation	X	X		
	2. Assist partial or nonambulatory patients from the most affected side of their body or on your dominant side	X	X		With proper supervision, lifts could be practiced in a school setting. Students should be discouraged from "home practice"
	3. Always bend knees and lift with legs (not back) when lifting a patient	X	X		
	4. Guide patient's upper torso into half-sitting position, supporting under arms and resting and supporting neck before lifting patient	X	X		
	5. Know to obtain assistance before lifting a patient if unsure of proper lift technique	X	X		
	6. Wheelchair safety				
	a. know to secure all wheel locks and lift up foot pedals before assisting patient in or out of chair	X	X		
	b. know to assist patient on the most affected side of their body or on your dominant side and support their back so that they more easily slide all the way into the wheelchair	X	X		
	c. learn to secure patient with lap seat belt or any other adaptive equipment (lap tray, head rest, etc.) as directed by Registered Physical Therapist				

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	Equipment Cleaning				
	1. Learn proper way to clean all therapy equipment	X			
	2. Exhibit good employee work habits in taking initiative to do periodic cleaning when not otherwise occupied	X	X		
	Range of Motion Exercises				
	1. Learn therapist's procedures for proper range of motion exercises	X			Readings suggested by Registered Physical Therapist which will specifically aid in the trainee's knowledge of general anatomy and help him to understand the purpose of such exercise
	2. Know that range of motion exercises are to be done only under direct supervision of the Registered Physical Therapist	X			
	3. Know that the therapist never forces a patient's body in this type of exercising	X			
Continuously	Safety Rules in Physical Therapy				
	1. Recognize that the therapist is liable under conditions of incompetence or negligence	X	X		
	2. Learn the importance and significance of following all directions completely and precisely	X	X		
	3. Know not to attempt to make judgements regarding patient treatment	X	X		
	4. Know to obtain aid if uncertain about a specific movement, lift or exercise	X	X		
	5. Know not to force a patient's movement during an exercise	X	X		
	6. Learn to keep all equipment properly clean and adjusted as directed	X	X		
	7. Know to keep general therapy room free of any debris which might be hazardous to patients	X	X		
	8. Know to obtain help immediately if it is suspected that a patient has been injured during therapy	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	9. Know location of all fire exits 10. Know specific duties regarding patient welfare in the event of an emergency				

Occupation - Steam Table Server

Suggested Target Population - Educable Mentally Retarded

Target Population - The following training plan is designed for the educable mentally retarded. The student, educable mentally retarded, will exhibit minimum qualifications for the job in the areas of memory, speed and coordination, and appearance. The training plan assumes the school has a steam table or kitchen to which the teacher would have access for training purposes.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of Food Service so that the student may prepare for a career as a(n) Steam Table Server.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	Knowledge of Nutrition			Test	
four weeks	1. Exhibit knowledge of the general catagories of foods, the body's daily requirements and how foods contribute to health		X		View film: Foods that Build Good Health
two weeks	2. Exhibit general knowledge of special diets: diabetes, organic disorders (ulcers, liver), allergies, reducing diets and pregnancy		X	Test	View film: Foods, Fats and Fryers
	Food Vocabulary			Test	
four weeks	1. Exhibit knowledge of the basic terms involved in food preparation		X		Work with chart of terms and definitions
one week	2. Pronounce and demonstrate knowledge of common foreign food terms found on menu boards such as du jour, a la carte, tetrazzine, stroganoff, pizza, cacciatore		X	Oral Test	Listen to correct pronunciation on tape and tape own pronunciation
	3. Spell the common items found on menu boards		X	Test	Study spelling list with accompanying tape to pronounce the words
					*For specific information related to these assignments, see bibliography of books, pamphlets, films, and filmstrips on pp12-13 of this training plan.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	Food Vocabulary (cont.)				Make poster on which you paste pictures of various dishes togethe with their correctly spelled label
	Food Handling				
continuous	1. Demonstrate proficiency in use of equipment used to portion serve: pie marker, slicing knife, carving knife, scoop, serving spoons, tongs, meat spatula	X	X	Observation	Study names of utensils from a chart Teacher demonstration of use Student demonstration of proficiency on videotape
continuous	2. Show which piece of equipment is appropriate to portion and serve each type of food	X	X	Observation	Make poster matching equipment wit food
continuous	3. Demonstrate efficiency in handling food			Observation	Demonstration on videotape
	a. gently hand plate to guest	X	X		
	b. help children reach the plates	X			
	c. warn guests of hot plates	X	X		
	d. prepare a carryout order properly				
	1. appropriate plate and covering	X	X		
	2. carryout utensils, napkin, etc.	X	X		
	e. refrain from stirring fragile and easily broken vegetables	X		Observation	View film: Motion Economy as Applied in the Kitchen
	f. pick up food in windows immediately	X			View film: Hash Slingin' to Food Handling
	g. select pan sizes which fit steam table	X	X		
	h. keep burners turned up to proper temperature of 190 degrees	X	X		
	Portioning				
continuous	1. Demonstrate correct weighing and measuring technique			Checking weight	Teacher demonstration
	a. weigh on scales to determine correct portions	X	X		Student practice with scales
	b. practice to see that the portion conforms to weight	X	X		
	c. portion in one dip	X	X	Observation	Practice with utensils

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	Hygiene				
continuous	1. Wash hands properly before reporting to work and after using restroom	X	X	Observation	
	2. Wear a hairnet which covers all the hair from forehead to back	X	X	"	
	3. Adjust the hairnet in the dressing room only	X	X	"	
	4. Wear a clean uniform with an apron	X	X	"	
	5. Use equipment which promotes sanitation: plastic gloves if indicated, tongs, etc.	X	X	"	
	6. Hold plates by the edge to keep your thumb off the eating surface	X	X	"	
	7. Replace a plate which might have been accidently touched on the surface	X	X	"	
	8. Clean the glass front of station and wipe divider ledges frequently	X	X	"	
	9. Refrain from serving from cracked or chipped dishes	X	X	"	
	10. Refrain from touching hands to face when serving food	X	X	"	
	11. Refrain from wiping the surface of a place with a towel	X	X	"	
	12. Refrain from serving anything dropped from the counter	X	X	"	
	13. Follow refrigeration procedures for coffee	X	X	"	View film: Why Foods Spoil - Molds, Yeast Bacteria
	14. Obtain a valid food handler's health card every year	X	X	"	Field trip to cafeteria to observe proper storage procedures Read: "Safe to Serve", N.Y. State Department of Health Read: "Forty-Eight Ways to Foil Food Inspection", Indiana Restaurant Association.

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	Safety				
continuous	1. Learn about steam and its properties		X	Test	
	2. Learn the use of potholders and towels to avoid burning	X	X	Observation	View film: Kitchen Safety
	3. Learn to bend properly		X	"	View film: A New Way to Lift
	4. When cutting, cut away from yourself	X	X		Read: "Knives & Carving", Ekco Housewares
	5. Avoid wet hands when working with electrical appliances or around electricity	X	X	"	Make poster of hazards on the job
	6. Mop floor spills immediately	X	X	"	
	7. Practice balancing food items with one and both hands		X	Demonstration	Read: "Use Your Head to Save Your Back", Co-op Ext., Cornell University
	8. Arrange items to be balanced before balancing		X		
	9. Change pans on the steam table using the following procedure: use a dry towel, one at each end of the pan. With tongs, raise one end to let the gush of steam escape. Keeping hands and arms well back, lift, using straight up and out motion	X	X	Observation and demonstration	Student records his practice on videotape Teacher demonstration
	10. Always use dry towels to take pans out of the warmer	X	X	Observation	
	11. Refrain from pouring coffee when several people are around the station	X	X	"	
	12. Use a dry towel to remove coffee grounds from the basket	X	X	"	
	13. Demonstrate first aid procedures		X	"	Red Cross resource person as demonstrator
three weeks	Duties of the Meat Server				
	1. Keep the temperature correct on the steam table, check temperatures periodically	X	X	"	Field trip to school cafeteria to observe steam table servers
	2. Balance colors when placing meat on the steam table	X	X	"	Practice color arrangements

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	3. Greet the guest	X	X		
	4. Know the names of meats and the type of preparation		X	Test	Study chart
	5. Know the special of the day	X		Observation	
	6. Know prices of each meat item	X		"	
	7. Change the menu board when replacements are necessary	X	X	"	Practice setting up menu board
	8. Serve the largest looking portion first	X	X	"	
	9. Be consistent in portions served from customer to customer and from day to day	X	X	"	
	10. Know what constitutes a child's portion	X		"	
	11. Know what constitutes one order of chicken, light or dark meat	X		"	
	12. Serve broth and gravy with portions	X	X	"	Practice serving and portions
	13. Know what seasonings are in each dish	X	X	"	Study seasonings chart
	14. Know what fish is without bones		X	"	Study fish chart
	15. Dip from the bottom of the pan to insure well-heated food	X	X	"	
	16. Keep the pan full	X	X	"	
	17. Communicate with management if the food does not appear to be of top quality	X		"	
	18. Serve accompaniments such as tartar sauce, hot sauce, parmesan cheese, soy sauce	X	X	"	Make poster of pictures of foods and their accompaniments
	19. Have steak knives, steak plates and steak sauce available	X	X	"	
	20. Order and serve steak and lobster as a special order	X	X	"	
	21. Place fried foods under the heat lamps	X	X	"	
	22. Garnish the sandwich tray with pickles, lettuce, onions, relish, mayonnaise, and tomatoes	X	X	"	Practice preparing a garnish tray

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	23. Close the station as directed			Observation	
	a. clean the area	X	X		
	b. handle the food according to stipulated procedures	X	X		
	Duties of the Vegetable Station Server				
	1. Keep the temperature correct on the steam table	X	X	"	
	2. Balance the colors when placing vegetables on the steam table	X	X	"	Practice color arrangements
	3. Greet the guest	X	X		
	4. Serve correct portions, neatly	X	X	"	
	5. Strive to serve six customers per minute during rush hour	X	X	"	
	6. Keep pans filled and clean	X	X	"	
	7. Serve only quality vegetables: check taste, temperature and appearance	X	X	"	
	8. Dip potatoes and gravy correctly and neatly	X	X	"	
	9. Know what is being served - whether it is canned, fresh, or frozen	X	X	"	Try to identify nature of food b its appearance during field trip to cafeteria
	10. Know what seasonings are contained in the dish	X	X	"	
	11. Know the price of each item	X		"	
	12. Dip vegetables from the bottom to insure warmth	X	X	"	
	13. Serve juice with vegetables by using a holeless spoon	X	X	"	
	14. Know what constitutes a child's portion	X		"	
	15. Keep pans full and appetizing	X	X	"	
	16. Keep the glass clean and free of stea	X	X	"	
	17. Dip soup from the bottom with both vegetables and liquid in the portion	X	X	"	Practice dipping and serving Practice portions

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	18. Use different utensils for each vegetable	X	X	Observation	
	19. Replace dropped utensils	X	X	"	
	20. Dip off excess grease	X	X	"	
	21. Remove vegetables that spill into another vegetable	X	X	"	
	22. Learn to dish double portions and special orders as directed	X		"	
	23. Order more food when the pan is still 3/4 full	X		"	
	24. Use the microphone pleasantly when ordering	X	X	"	
	25. Close the station as directed			"	
	a. clean the area	X	X		
	b. handle the food according to stipulated procedures	X	X		
two weeks	Duties of the Bread Server				
	1. Know the types of breads you serve: white, rye, whole wheat, cinnamon rools, parkerhouse rolls, vienna rolls, cornbread, biscuits, garlic bread, etc.		X	Observation	
	2. Know the correct portions	X	X	"	Practice cutting/serving the bread
	3. Know the price of each item	X		"	Practice portions to achieve correctness
	4. Place the butter and margarine within customer's reach	X		"	
	5. Remove unappetizing breads	X	X	"	Collect pictures of unappetizing breads
	6. Keep hot breads hot	X	X	"	
	7. Regulate the amount of bread on the counter	X	X	"	
	8. Use the oldest bread first	X	X	"	
	9. Remove breads touched by the customer	X	X	"	
	10. Bake off bread after baker leaves, as directed	X	X	"	Practice baking

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
two weeks	Duties of the Beverage Server				
	1. Make coffee with special attention to the following:			Observation	Teacher demonstration. Student practice
	a. using filters	X	X		Field trip to view types of coffee urns at supply house
	b. filling the basket	X	X		
	c. throwing away the used grounds	X	X		View filmstrip: Coffee, Please, Coffee Brewing Institute
	d. rejecting old coffee	X	X		
	2. Pre-pour only a few cups at a time, even during rush hour	X			
	3. Learn to make and serve Sanka, hot tea, iced tea	X	X	"	Practice this routine
	4. Learn the types of soft drinks available for sale	X		Observation	
	5. Know the price of each item	X		"	
	6. Know procedures involving serving or using ice	X	X	"	
	7. Stock up for the rush hour	X	X	"	
	8. Clean area as directed, using urn cleaner on the coffee urn periodically	X	X	"	Practice cleaning urn in school cafeteria
	9. Close the station as directed	X	X	"	
four weeks	Duties of the Salad Server				
	1. Know the names of the salads such as bean, cream and cole slaw, chef, carrot-raisin, tuna, fruit, combination, jello		X	"	Make salad chart and label
	2. Master the one-dip technique	X	X	"	Practice dipping salads
	3. Learn the portion chart	X		"	
	4. Core and cut tomatoes into usable wedges	X	X	"	Practice coring and cutting tomatoes
	5. Know the types of salad dressings such as French, Russian, Thousand Island, Blue Cheese, Oil and Vinegar		X	"	Make poster of juices and salad dressings
	6. Know the fruit juices and their names		X	"	
	7. Rotate salads to sell the oldest first	X	X	"	
	8. Revitalize wilting salads or discard	X	X	"	
	9. Store salads properly to prevent browning (Use an anti-oxident for lettuce items)	X	X	"	

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	10. Use the can opener properly		X	Observation	Demonstration
	11. Clean the lettuce leaf by leaf and have it available as you assemble and dish salads	X	X	"	Practice cleaning lettuce
	12. Provide the free crackers which accompany the salads	X		"	
	13. Watch for indications of spoilage such as bubbling	X	X	"	
	14. Cool the dishes which come from the kitchen before assembling salads on them	X	X	"	
	15. Restock dish storage shelf and racks during slack times	X	X	"	
	16. Check the napkin, tray and silver supply	X	X	"	
	17. Keep the menu board up-to-date	X	X	"	
	18. Discard rejected silverware	X	X	"	
	19. Close the station as directed			"	
	a. clean the area	X	X		
	b. store the food according to stipulated procedures	X	X		
three weeks	Duties of the Dessert Server				
	1. Serve pies and desserts attractively			"	
	a. arrange colors attractively	X	X		
	b. reject ragged or broken pieces, watery meringue, bubbles in the custard, items with black specks	X	X		
	2. Know the type and ingredients of each dessert: pies, cakes, cobblers, puddings, brownies, cheesecake		X	"	Collect pictures, label ingredients
	3. Know the price of each item	X		"	
	4. Cut pies with the proper technique, using the pie marker and dipping the knife in cold water when cutting meringue	X	X	"	Cut and serve pies and cakes

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	5. Complete additional duties as required: fixing carry-out orders, giving candy to children, etc.	X		"	
continuous	Communicating with the Public				
	1. Demonstrate ability to communicate effectively with the public	X	X	"	Role play situations which would occur on the job
	2. Demonstrate understanding of the ways we communicate non-verbally		X	Test	Pantomime non-verbal communications. Analyze yourself and others on tape for signs of non-verbal communications
	3. Greet customers and keep the line moving with phrases appropriate to the serving station, suggesting items to a vaccilating adult or child	X	X	Observation	View film: *Communicating with the Public* Read pamphlet: *You Always Communicate Something*
	4. Be positive with the guest	X	X	"	Read: "You Say It in Many Ways", *You Said It*, pp. 29-47
	5. Sell by suggestion, by being alert and agressive	X	X	"	Role play selling by suggestion
continuous	Maintaining the Job Through Good Work Adjustment				
	1. Know the personal qualities which will enable you to get along with people		X	Test	Read:"Personality Habits" in *Getting It Together*, pp. 34-41 View films: *Dealing with Problem People: The Forgotten*; *Dealing with Problem People: The Hothead*; *Dealing with Problem People: the Scoffer*; *Dealing with Problem People: The Disorderly Worker*
	2. Know how to get along with the boss	X	X	Test Observation	View film: *Your Job - You and Your Boss* Read: "What the Employee May Expect", Activity 15, *Activities in the World of Work*

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	3. Know how to get the utmost satisfaction from this job		X	Observation	Read: "What the Employee May Expect", Activity 15, Activities in the World of Work Read: "Jobs Have Personalities, Too", "Satisfaction in Work Situations", pp. 41-48, in Your Personality and Your Job
	4. Learn how to follow instructions		X	"	Read: "Following Instructions", Going Places with Your Personality pp. 29 - 38
	5. Make your personal appearance conform to the company dress code:			"	Interview personnel manager of local cafeteria to obtain this information
	a. uniform length	X			
	b. cleanliness of uniform	X			
	c. repair of uniform	X			
	d. proper accessories	X			
two weeks	Knowing Company Regulations				
	1. Know what to expect in terms of regulations common to most companies:			Test	Interview personnel manager of local cafeteria to obtain this information
	a. breaks	X			
	b. use of company phone	X			
	c. employee parking	X			
	d. package check-in	X			
	e. probationary period when beginning	X			
	f. overtime	X			
	g. provision of uniforms	X			
	h. smoking areas	X			
	i. progress review	X			
	j. raises	X			
	k. calling in when sick or late	X			
	l. company meetings	X			
	m. discharging of employees	X			
	n. leaves of absence	X			
	o. resignations	X			
	p. meal policy for employees	X			
	q. holiday pay	X			
	r. medical insurance, pension plan, and other fringe benefits	X			
	dress code	X			

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Occupation - Stock Clerk

Suggested Target Population - Mildly Retarded

Introduction - This training plan is an analysis of skills necessary for grocery stock-persons. The job title is somewhat misleading because the actual job definition of "stock-person" can be so broad as to include the skills necessary in cleaning, sacking, and cashiering, also. Much of what the job encompasses is determined by the size of the grocery store, the capabilities of the employee, and variations in union rules, which determine much policy for many large grocery chains. The physical requirements of the job include strength (especially use of both arms, for lifting, shelving, etc.); prolonged ability to stand (especially for cashiering); and good general health (needed for any public contact job).

Target Population - The following plan is designed for mildly retarded persons (i.e. high EMR range), who are also hearing impaired (i.e. partially hearing, possibly with use of hearing aid). Persons who function in the high educable range are generally capable of basic reading and writing skills. Stocking also requires a basic knowledge of arithmetic skills, or at least functional recognition of numerals, when pricing, making inventory checks, etc. The hearing-impaired EMR person will perform better in a grocery-stock position if he is capable of good visual-perceptual skills, especially concerning balance and depth perception. In the learning process, visual matching tasks are applicable in teaching recognition of various products, prices, or cash register keys, for example. Repetition and practice of the job tasks (which could be re-created in the vocational classroom setting) will reinforce the students' mastery, and especially increase the confidence needed in real job situations for the educable, hearing impaired person.

TRAINING PLAN FOR COOPERATIVE VOCATIONAL EDUCATION

The (Name of Business Firm) will permit (Name of Student) from (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of Stock Person so that the student may prepare for a career as a(n) Grocery Stock Person (Stock Clerk).

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	Skills Related to Job Success				
	1. Know public transportation routes, or other reliable ways of getting to work	X	X		
	2. Punch in on time clock according to schedule	X	X		
	3. Punch out for scheduled breaks and lunch	X	X		
	4. Check with supervisor at end of shift before punching out	X	X		
	5. Know not to punch anyone else's time card	X	X		
	6. Know company policy on calling in sick, other absences, or tardiness				
	Grooming Skills				
	1. Keep regular routine of shower, shampoo; include fingernails clipped, stay cleanshaven	X	X		
	2. Be responsible for proper care of uniform, do not wear jeans or canvas shoes	X	X		
	3. If applicable, keep hearing aid clean, in good working order, and well-protected by clothing on the job	X	X		

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	Work Habits and Attitudes				
	1. Check with supervisor upon starting shift for additional job duties or changes in aisles to be stocked	X	X		
	2. Be friendly and helpful if customer needs assistance, otherwise work quickly and quietly	X	X		
	3. Be dependable and willing to work	X	X		
	4. Check with teacher and work supervisor about application and responsibility for union rules and policies	X	X		
	5. Inform manager of suspected shop lifters, do not try to approach anyone by yourself	X	X		
continuous	Safety in Work Area and Personal Safety			Continuous until student competently performs skills and behaviors as listed for job Time adjustments for learning individual items may be necessary	
	1. Be familiar with general safety rules of store and how to avoid common causes of accidents	X			
	2. Know all duties and location of fire exits in case of fire. Never block these areas with skids, boxes, trash, etc.	X			
	3. Know how to use fire extinguisher		X		
	4. Keep aisles free of debris on floors or shelves	X			
	5. Do not overstock height limits of shelves or displays, especially with glass items	X			
	6. Keep floors as clean and dry as possible	X	X		
	7. Properly dispose of broken glass or other damaged items found in store or stock area	X			
	8. Learn not to overstuff incinerator with trash	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	9. If customer has accident				
	a. help injured person	X	X		
	b. ask for witnesses' names	X	X		
	c. check condition of premises	X	X		
	d. inform manager immediately of all such incidents	X	X		
	10. Move skid carefully to side of aisle where shelves are located when stocking, never block aisle	X			
	11. Use firm motion down and away from fingers when opening cases with razor cutter, never leave tools in aisle	X			
	12. Do not wear canvas or cloth shoes	X	X		
	13. Recognize personal hearing limits, extra care is needed to avoid accidents	X	X		
	14. Do not hurry so much as to become careless in your work	X	X		
two weeks	Stock Clerk Duties				
	1. Unloading trucks				
	a. organize backroom for adequate unloading space	X			
	b. count entire load with truck driver to make sure amounts agree	X			
	c. wheel loaded carts into proper stock area	X			
	d. check off supply on appropriate order or invoice form	X			
three weeks	2. Backroom set-up				
	a. separate merchandise by aisle and shelf layout, arrange on skids	X			
	b. clean up any broken or damaged stock from truck	X			
	c. unload new merchandise with regular backstock, rotate so all older stock is shelved first	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	d. keep back area neat, do not "lose" or misplace merchandise	X			
	e. load and move carts carefully when taking stock to store	X			
two weeks	3. Unloading and opening cases				
	a. unload only one cart or skid per aisle, on every other aisle	X			
	b. place case on floor in front of same product on shelf	X			
	c. open cases by cutting around three sides of glass or canned goods, open box items (cereal, soap, mixes) by hand, to avoid cutting into product packages	X			
four weeks	4. Stamping prices				
	a. use freshly-inked stamper, set on code letter assigned for item	X	X		
	b. set price on stamper by turning rubber discs, check setting by stamping on shipping carton	X	X		
	c. be able to properly identify all appropriate numeral combinations	X	X		
	d. check with manager for proper use of ¢,$, and unit signs (5/$1)	X			
	e. stamp prices across items in cases in "S" shape pattern for maximum efficiency and speed	X			
	f. stamp merchandise on top of item or in white price spot designated by manufacturer	X			
	g. check with manager to determine whether dry goods (noodles, beans) and dairy or frozen foods may need price stickers	X			
	h. always check price book to be sure price agrees with shelf merchandise	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	i. to change price, remove old price with rag and alchohol; re-stamp new price. On box items, cross out old price and re-stamp. Mark price sheet invoice as to how many prices were changed	X			
four to six weeks	5. Stocking shelves				
	a. learn to use both hands independently to:	X			
	1. pick up full rows of box items (cereal) from case and place on shelf	X			
	2. pick up canned or glass items two in each hand (if capable) and shelf	X			
	3. pick up handled cartons (bleach, milk) two in each hand and shelf	X			
	4. stock paper products from case in full rows, picking up as many as possible	X			
	b. face all labels to front of shelf	X			
	c. stock no more than one stocking cart per aisle at one time	X			
	d. move old items to front of shelf (new merchandise behind it)	X			
	e. pick up case and brace between second shelf and your body when stocking high shelves to save bending time	X			
	f. do not stock higher than customer can reach (not over 6 feet)	X			
	g. remember to clear floor area before going on break or lunch	X			
	h. place damaged merchandise from case into assigned cart or area	X			

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	i. collect any foreign items from working section; put back in proper area	X			
	j. do not change allocations in aisles without manager approval	X			
	k. inform manager when supplies are low (with good judgement skills, employee may mark own invoices; check with manager)	X			
	l. dispose of all used cases and cartons in stockroom area or incinerator	X			
	6. Stocking dairy or frozen products				
	a. always rotate dairy products by age. Check rotation codes with manager	X			
	b. use sticker or special frozen food ink when pricing dairy or frozen products	X			
	c. wipe off dairy shelves with wet cloth before restocking	X			
	d. wipe off frost or moisture from frozen food area before restocking	X			
	e. proceed according to regular stocking rules, always handling food with care (e.g. eggs, milk)	X			
	Other Stock Person Duties				
four weeks	1. Sacking				
	a. if employee cannot hear cashier's bell for sack boy, check with cashier every 1/2 hour or so for help (hearing impaired may respond to flashing light set up in his stocking aisle	X	X		
	b. square off corners of boxes into corners of sacks, load cans in bottom	X			

CE 008 490

Approximate Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
	c. load "alike" items together				
	1. sack meats together (in double bag if leaking) Do not load soap products with meat; may spill and spoil taste	X			
	2. frozen foods together	X			
	3. bread and other crushables should be at top or in separate sack	X			
	4. light produce at top of sack	X			
	d. do not sack paper items with meats or vegetables that leak	X			
	e. load heavy items (potatoes, soft drinks) directly in shopping cart	X			
	f. load sacks into cart for customer	X			
	g. assist customers with heavy sacks to their automobile·	X			
	2. Cleaning duties				
	a. use push broom on floor of store	X			
	b. dampmop area with soapy water for wet or sticky messes	X			
	c. clean up debris from floor area and backroom stock area	X			
	d. use cleanser on fixtures in employees restroom; dampmop floor when necessary	X			
	3. Miscellaneous				
	a. answer customer questions as best able or refer them to someone who can answer questions	X			
	b. check with manager regarding special displays, set-ups	X			
	c. refill cashiers' grocery sacks supply from stockroom, daily or as needed	X			
	d. bring grocery carts in from outside; carefully avoid people and traffic you may not hear	X			